



# RESEARCH REPORT

CMHC STUDENT HOUSING STUDY  
VOLUME 2: PILOT TEST REPORT -  
REVIEW OF METHODOLOGY



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**Student Housing Study  
Pilot Test Report – Review of Methodology**

**May 2004**

**Submitted to:  
Canada Mortgage and Housing Corporation**



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# RESEARCH HIGHLIGHT

December 2005

Socio-economic 05-037

## STUDENT HOUSING IN CANADA: DEVELOPING A METHODOLOGY TO COLLECT DATA AND INFORMATION

### INTRODUCTION

In the fall of 2001, an estimated 645,000 full-time students were enrolled in Canadian universities while an additional 410,000 full-time students were enrolled in postsecondary programs in Canadian colleges. Over the last 20 years, students outside the 18- to 24-year-old cohort have accounted for an increasing proportion of university and college enrolments and today, students over the age of 24 account for approximately 25 per cent of university enrolments. While Canada has a high percentage of postsecondary education enrolment, information on how students are housed and on the student housing market is limited. This is despite their meaningful impact on the market, due not only to their sheer numbers but also due to the fact that there has been an important increase in the number of older students who are more likely to seek lodging away from the parent family.

Despite an extensive review of the literature and a search of the major databases available, very little statistical information specific to student populations and their housing was uncovered. The available information is limited, scattered and uncoordinated. No inventory, even of post-secondary-owned student housing seemed to be available and no organization dealing in post-secondary student affairs seemed to have focused on the state of student housing.

Students are faced with a variety of accommodation options while attending postsecondary institutions. These alternatives range from on-campus housing (facilities owned and operated by the college or university) to off-campus choices from living at home or in a family-owned secondary residence to shared or unshared accommodation in the rental market.

### OBJECTIVE

The intent of the study was to assess the feasibility of developing a data collection methodology that is actionable and which would be able to generate student housing-related data that is valid, reliable and timely. The developed methodology would then be assessed to determine its ability to gather information on the state of student housing in Canada and the housing options available to students. Benchmark student-housing data and information would focus on, but not be limited, to: student housing costs; housing supply and demand; types of accommodations used by students; and characteristics and location of accommodations, including size, quality and amenities.

## METHODOLOGY

To address the research objectives, a comprehensive research design consisting of a number of different elements was used. The approach focused on all Canadian post-secondary institutions and on all types of post-secondary students. In order to provide scope to the research, definitions for these variables were needed:

- 1) Post-Secondary Institutions (“eligible” institution): All institutions in Canada based on the lists compiled by the Canadian Information Centre for International Credentials (CICIC) in co-operation with provincial/territorial education ministries and the National Association of Career Colleges (NAAC). Only post-secondary institutions who owned housing stock, offered programs of nine months in duration or more and had a total student population of 500 or more were included in the scope of the methodology.
- 2) Post-Secondary Student: An individual enrolled at an “eligible” institution and registered as either a full-time student or part-time student registered in a minimum of nine hours of course/program work per week. Part-time students were excluded if working 30 or more hours per week. Co-op students are considered full-time students. Distance learning students are excluded.

The research design included qualitative and quantitative components and all activities were geared towards the development of a comprehensive, actionable methodology to obtain reliable, representative student housing data.

The purpose of the qualitative research elements was to gain a broader understanding of the issues of post-secondary student housing and to aid in the development of the quantitative methodology. These elements included:

- key informant interviews that increased the level of understanding of how post-secondary institutions provide and facilitate access to student housing;
- in-depth interviews with stakeholders including post-secondary institution staff, students and student association representatives to better understand the student housing market from a variety of perspectives and to obtain robust qualitative data on the issues of relevance;
- focus groups to pre-test the content of the surveys and related collateral materials.

## FINDINGS

The results of the interviews and focus group sessions shaped the methodology for an online survey targeted to both post-secondary institutions and students. These were deemed as the best instruments and medium to use to obtain the desired data. Interview and focus group results also helped to narrow the content of the surveys and provided insights to maximize participation rates and data collection results. Aside from the content found in the post-secondary institution survey and the student survey, the following are key findings from the interview and focus group sessions.

- A variety of issues were seen as important to post-secondary student housing stakeholder groups. These included: the cost of various types of units, types of units being constructed, costs associated with student housing, residence-type information (for example, upkeep), amenities included in rental costs, types of public/private partnerships for accommodation management.
- Most institutional representatives indicated that institutions should have no concerns or issues in providing the information requested, as long as it did not include any requests for personal information about students.
- It was unlikely that institutions would provide direct contact information for students for the administration of the student survey. Limiting access to students has always been an important issue in post-secondary institutions.
- The complexity of the data and information required and the quantitative nature of that data suggested the use of surveys. The multiple audience types necessary to retrieve all desired data elements suggested the use of two survey instruments for student and post-secondary institution audiences.
- The best manner to contact students to achieve a random sample would be through in-person contact at selected and representative campuses in each test centre.
- An online survey was deemed the more appropriate quantitative data collection method than focus groups, paper or hard-copy surveys or telephone surveys. Target respondents (post-secondary housing providers and students) are extremely familiar in the use of the technology and were likely to have e-mail addresses. Additionally, using an online survey complements the typical lifestyle of students as target respondents—as there is no set schedule for delivery and completion and students can complete it at their leisure.

- The best time of year to implement both surveys would be February or March, before or after the study break, before the pressure of final exams. Also, students will have more to say about their housing as they will have been living there a while.
- Intercept interviews, e-mail reminders and incentives, such as prizes, were uncovered as ways to encourage student participation in the survey.
- Sharing findings was recommended as the best way to encourage post-secondary participation, particularly information allowing comparison between institutions.

Data and information collection using the developed methodology proved to be useful. The supporting qualitative research helped to ensure appropriate survey content and optimum qualitative data collection design. The student and post-secondary institutional surveys proved to be actionable and provided valid and reliable housing data. Based on the assessment of the quality of the data, the survey instrument was strong overall and data found to be reliable and useable. Response rates were sufficient to provide representative data for all data. However, despite the positive assessment, a few areas warrant mention in an effort to improve these rates for each survey type to allow for greater analysis.

- The present length of the survey may be a hindrance to an optimal response rate. The majority of uncompleted surveys contained data up to the first 10 per cent of the survey. The survey length for this type of audience might have been considered lengthy following the first 10 per cent of survey completion.
- An analysis of the questions contained within the survey performed well. There was a low incidence of “don’t know/refusal” and unambiguous responses for all questions.
- The fieldwork was undertaken from March 29th through May 31st. The research was designed to coincide with the student pilot test, as well as to accommodate the typical schedules of housing officers. That is, through the qualitative phase of this research, it was determined that mid-way through a semester would likely be the least busy time for housing departments. In terms of future administration, it is advisable to implement the survey mid-way through either the fall or winter semesters.
- The selected methodology represents a very economical way to administer a survey to this target audience without compromising efficiency and accuracy. Through the qualitative research components, it was also clear that this was also the preferred way for housing officers to participate in a survey of this kind. The budget for the

pilot test, aside from professional time, was negligible. Alternative methods of survey deployment include telephone, mail-back and online. A brief analysis of these alternatives demonstrated that significant cost savings were realized by deploying the survey instrument online.

## **Survey of Post-Secondary Institutions**

### **Feasibility of the Methodology**

The institutional survey, designed to obtain information about the housing stock supply, structure types, amenities offered, vacancy rates and other issues, was administered to 288 post-secondary institutions across Canada.

Targeted institutions were based on the lists obtained from the CICIC and the NAAC and amended to be reflective of the predefined research definition of “post-secondary institution.” The finite and manageable list of “eligible” institutions provided the opportunity to conduct a census of post-secondary institutions rather than surveying a representative sample. In total, 88 institutions responded, representing a 31 per cent response rate. Based on a sample of this size, the findings can be considered accurate within +/-8.8 per cent, 19 times out of 20 (adjusted for a finite population).

The response rate for this survey fell within relatively standard range for this type of survey method and target audience.

### **Post-Secondary Institution Survey Results**

The following are summary results from the survey of post-secondary institutions.

- The schools who responded to the survey had a range of on-campus housing capacity. Over half (60 per cent) of responding schools own student housing (either on or off-campus) with 77 per cent of these schools saying their student housing was located on-campus. Two thirds (64 per cent) of responding schools that own on-campus housing can house less than 400 students and 22 per cent said their capacity was over 1,000 students. Dormitory residences were the most common type of housing on-campus. Among schools that own on-campus housing, 82 per cent offer dormitory-style residences and 63 per cent have apartments, townhouses or houses. Only one in ten responding schools offers family units.
- Smaller post-secondary institutions appear to have greater on-campus housing options for students than institutions with larger student populations. At the time of the survey, only 23 per cent of institutions responded as having fewer than 1,000 registered students; however, 75 per cent of institutions responded they were capable of housing between 0-1,000 students.

- The results showed a range of rents and amenities available. For example, rents for a single dormitory ranged from a low of \$155 to a high of \$1,268. Average rents also varied by the number of bedrooms contained in the on-campus unit—the greater number of bedrooms, the lower the average rent (Table 1). The majority of the rents included heat, electricity and laundry. There was considerable variety in the other amenities included in rent, for instance some included meal plans and some did not.

**Table 1: Average Monthly Rents (Costs) Reported for Post-Secondary Institution Accommodations to Students**

**by Type of Unit and Target Market**

Type/Target	Average	Rent Range	
		Low	High
Single dormitory	\$397	\$155	\$1,268
Twin dormitory	\$405	\$145	\$948
Bachelor	\$412	\$215	\$692
One-bedroom	\$511	\$249	\$850
Two-bedroom	\$466	\$210	\$884
Three+-bedroom	\$413	\$155	\$885
Family unit	\$659	\$420	\$1,100

- There is a wide variety of amenities included in the average rent of post-secondary institution student housing. Regardless of whether the student housing units were owned or leased by the post-secondary institution, the large majority included heat, electricity and laundry facilities in the cost of the rent. Following these items, there is a considerable variation in the services included in their accommodations.
- Students in all responding institutions face low on-campus vacancies rates when looking for housing. At the beginning of the school year most institutions reported that their housing is filled to capacity. A majority of housing officials said that the vacancy rate for on-campus, off-campus and leased housing has stayed the same in 2004 compared to the past two—three years.
- Only one out of every five post-secondary institutions in Canada has short-term plans to increase student housing. Despite the fact that more than 50 per cent of responding post-secondary institutions expect an increase in student population over the next five years, only 21 per cent of responding institutions have plans to

increase student housing on- or off-campus. Some post-secondary institutions have already begun planning for expected student population increases. When asked if they are currently building new student housing units, 15 per cent of post-secondary institutions responded yes.

- Schools commonly provide student assistance to find housing. More than four in five (84 per cent) institutions who responded to the survey provide information or assistance to students looking for off-campus housing.

## Survey of Students

### Feasibility of the Methodology

The student survey was administered online to a random sample of students enrolled in selected post-secondary institutions in two selected urban centres. Cost considerations and the initial survey response rates were factors that limited the implementation of the student survey to only one larger and one smaller urban centre—Toronto and Halifax. Also, by including only two cities, the pilot was expected to yield data that enabled greater sub-group analysis. Five institutions were selected in each city (Table 2).

Toronto	Halifax
Ryerson University	Dalhousie University
University of Toronto—St. George Campus	University of King's College
Humber College of Applied Arts and Technology	Saint Mary's University
George Brown College of Applied Arts and Technology	Nova Scotia Community College—Institute of Technology Campus
York University	Mount Saint Vincent University

**Table 2**

Students were recruited through an intercept methodology that involved:

- Interviewers canvassed the selected campuses for either a half or full day and handed out flyers that contained information about the survey.
- Students were asked to read the flyer and were told about the survey, the prize draw, etc.
- Those who agreed to participate in the survey were asked for their e-mail address (for reminders and prize draw notification) and to show their student ID to verify eligibility for the survey.
- Students were given a password/PIN to access the online survey. Use of the password/PIN prevented students from logging back on to complete the survey more than one time.

- Interviewers were instructed to maximize coverage at the institutions by moving through the campus (for example, different faculties, student union centre, residences, etc.) to ensure strong recruitment.

In total, 1,372 random students from various post-secondary campuses were recruited to participate in the online survey—632 students from Toronto and 740 students from Halifax. Of the 1,372 students recruited, 332 students completed the survey for a response rate of 24 per cent. The sub-group response rates are 27 per cent for Halifax and 21 per cent for Toronto. Based on a sample of this size, the findings can be considered to be accurate within +/-5.38 per cent, 19 times out of 20.

## **Student Survey Results**

The following are selected summary results from the survey of students.

- Despite the range of on- and off-campus housing options available to students, most students choose to live at home while pursuing their post-secondary education. Nearly half of the survey respondents said they were living at home with their parents/guardians during the school year. In most cases, cost consideration was the primary driver for respondents who choose to stay at home during the school year. There were slight differences in reporting between centres. A greater proportion of post-secondary students attending school in the Toronto area were living at home compared to students in Halifax. At the time of the survey, approximately 54 per cent of students in Toronto were living at home, compared to only 36 per cent of students in Halifax.
- The proportion of students living at home is even greater for those students whose origin was the same as the centre in which the institution was located. Almost three out of every four respondents, whose hometown was the same institutional location, remained at home with their parents/guardians during the school year.
- The majority of respondents who were not living at home with their parents/guardians were living off campus during the school year. The propensity for living in on-campus accommodations was greater in Halifax than in Toronto, with more than 30 per cent of students in Halifax not living at home choosing to live on campus, as compared to approximately 20 per cent of students in the Toronto area living on-campus.
- The foremost choice of dwelling types for off-campus housing was apartment living. This was consistent in both Toronto and Halifax, where more than 60 per cent of off-campus students indicated they lived in this type of

accommodations. However, the second most common dwelling type differed by centre, where 21.6 per cent of students in Halifax reported living in a single-detached house (rented or owned) while in Toronto 20.8 per cent reported living in a rooming house or “rented room.”

- From the survey results, there did not appear to be a preference for the various bedroom types (such as, number of bedrooms) among students. Overall, students appeared to be almost equally likely to be living in one-bedroom accommodations (27 per cent), two-bedroom accommodations (28 per cent) or three-bedroom accommodations (29 per cent). Students in Toronto were more likely to be living in one-bedroom accommodations while students in Halifax were more likely to be living in two- or three- bedroom units. These results coincide with the likelihood of students to be sharing accommodations, as almost three out of every four respondents shared their accommodations with others.
- On average, the cost of living for off-campus students in Toronto was higher than the cost of living in Halifax. At the time of the survey, there was a lower percentage of students in Toronto paying less than \$400 per month for their accommodations, as compared to Halifax. At the same time, there was a greater percentage of students in Toronto paying more than \$500 per month versus those in Halifax.
- Reasons for living in on-campus accommodations versus off campus accommodations varied. Students often chose to live in on-campus accommodations for reasons such as location, ease of access to the institution, shared lifestyles with the community and safety. The most commonly cited reasons for choosing off-campus accommodations included the need for privacy, perceived independence, cost and the greater tranquility that is seen to come with off-campus accommodations.

## **CONCLUSION**

The methodology designed to obtain representative, quantitative student housing data in Canada proved to be feasible and provided valid and reliable housing data.

Based on the study's findings-coupled with detailed analysis of the research by CMHC, the following conclusions are made and recommendations offered to enhance the survey methodology:

- I) Alternative methodologies were explored and found to have greater cost implications and likely lower response rates from both the post-secondary institution and student perspectives.

- a) Costs associated with implementing the methodology can likely be reduced by partnering with post-secondary institutions and others who use the information. Others might include but not be limited to associations, education departments of provincial governments and private stakeholders. Post-secondary institutions and others find value in this data and information for business planning purposes and would likely consider such arrangements.
- 2) Depending on data and information requirements and funding availability, limiting the implementation of the methodology to the individual urban centre level(s) is suggested:
- Both institutions and the students that attend them are predominantly found in urban areas, limiting the ability to gather data representative of the provincial or national level. It should be noted, data and information can be collected from a sample of students at institutions across a province(s), region or for Canada to obtain results representative for these jurisdictions.
  - While the proposed methodology proved to be less costly to administer than the suggested alternatives, a national implementation would likely prove to be more challenging and costly than implementing the methodology at individual urban centre level. A national implementation would require conducting the student survey in each urban centre where the more than 250 post-secondary institutions reside, resulting in exorbitant administrative costs.
- 3) Technical personnel involved in the programming of the online survey should be included in the design phase of the survey to prevent survey design and administrative problems.
- 4) Although the proposed methodology proved to be the most suitable alternative for gathering housing data and information from the various sources, additional strategies to improve the response rate should be explored.

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### Housing Research at CMHC

Under Part IX of the *National Housing Act*, the Government of Canada provides funds to CMHC to conduct research into the social, economic and technical aspects of housing and related fields, and to undertake the publishing and distribution of the results of this research.

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Printed in Canada  
Produced by CMHC

13-12-05

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# E POINT EN RECHERCHE

Décembre 2005

Série socio-économique 05-037

## LOGEMENT DES ÉTUDIANTS AU CANADA : ÉLABORATION D'UNE MÉTHODE DE COLLECTE DE DONNÉES ET D'INFORMATION

### INTRODUCTION

À l'automne 2001, on estimait à environ 645 000 le nombre d'étudiants inscrits à temps plein dans une université canadienne, et à 410 000 le nombre d'étudiants inscrits à temps plein à un programme d'études postsecondaires dans un collège canadien. Au cours des 20 dernières années, la proportion d'étudiants ne se situant pas dans le groupe des 18 à 24 ans a augmenté de plus en plus dans les universités et les collèges, et aujourd'hui, les étudiants de plus de 24 ans comptent pour à peu près 25 % des inscriptions à l'université. Bien que le Canada puisse se targuer de son pourcentage élevé d'inscriptions aux études postsecondaires, on retrouve peu d'information sur la manière dont sont logés les étudiants, ni sur le marché du logement pour étudiants, et ce, en dépit de l'incidence significative de ce groupe sur le marché immobilier, attribuable non seulement à sa taille, mais également à la forte augmentation du nombre d'étudiants plus âgés et donc plus enclins à se loger hors du foyer familial.

Un examen approfondi de la documentation existante et une recherche dans les principales bases de données accessibles n'ont permis de trouver que très peu de statistiques sur les populations étudiantes et leur logement. Les renseignements disponibles sont limités, épars et fragmentaires. Il ne semble pas exister d'inventaire à ce sujet, ni même en ce qui concerne le stock de logements pour étudiants que possèdent les établissements postsecondaires, et aucune organisation consacrée aux affaires des étudiants de niveau postsecondaire ne semble s'être penchée sur cette question.

Pendant leurs études postsecondaires, les étudiants ont le choix entre une variété d'options d'hébergement. Celles-ci vont du logement situé sur le campus (dans des installations que possède et exploite le collège ou l'université) au logement hors campus (les étudiants ont alors le choix de demeurer chez leurs parents ou dans une résidence secondaire appartenant à une famille, ou encore de partager un logement trouvé dans le marché locatif ou d'en assumer seuls les frais).

### OBJECTIF

L'étude avait pour objectif d'évaluer la faisabilité de l'élaboration d'une méthode de collecte de données pouvant être appliquée et susceptible de générer des données valides, fiables et actuelles sur le logement des étudiants. On devait ensuite évaluer la méthode élaborée afin de déterminer si elle permet de rassembler les renseignements touchant le logement des étudiants au Canada et les options qui s'offrent à ces derniers en matière d'habitation. Les données et renseignements repères sur le logement des étudiants devaient faire état des aspects suivants, sans toutefois s'y limiter : le coût des logements pour étudiants; l'offre et la demande de ce type de logement; les types de logement choisis par les étudiants; l'emplacement et les caractéristiques des logements, dont la taille, la qualité et les commodités incluses dans le loyer.

### MÉTHODE

Afin d'atteindre les objectifs de l'étude, on a utilisé un plan d'enquête exhaustif constitué d'un certain nombre d'éléments distincts. L'approche choisie visait l'ensemble des établissements postsecondaires canadiens et des types d'étudiants de niveau postsecondaire. Pour établir la portée de l'étude, on a dû définir les variables suivantes :

- I) Etablissement postsecondaire (établissement « admissible ») :  
Tout établissement canadien figurant sur l'une ou l'autre des listes dressées par le Centre d'information canadien sur les diplômes internationaux (CICDI), en collaboration avec les ministères de l'Éducation provinciaux ou territoriaux et l'Association nationale des collèges carrières (ANCC). Seuls les établissements postsecondaires qui possédaient un stock de logements, qui offraient des programmes d'études d'une durée de neuf mois ou plus et dont la population étudiante comptait au moins 500 membres ont été inclus dans la portée de l'étude.

**2) Étudiant de niveau postsecondaire :** Toute personne inscrite à un programme offert par un établissement « admissible », comme étudiant à temps plein ou comme étudiant à temps partiel ayant au moins neuf heures semaine de cours ou de travaux prévus au programme. On a décidé d'exclure de la portée de l'étude les étudiants à temps partiel qui travaillaient 30 heures ou plus par semaine et les étudiants inscrits à des programmes de formation à distance. Les étudiants inscrits à un programme coopératif ont été considérés comme des étudiants à temps plein.

Le plan de recherche comprenait des composantes qualitatives et quantitatives, et toutes les activités visaient à faciliter l'élaboration d'une méthode exhaustive et propre à être mise en pratique pour la collecte de données fiables et représentatives sur le logement des étudiants.

Les composantes qualitatives avaient pour objectif de permettre une meilleure compréhension des questions touchant le logement des étudiants de niveau postsecondaire et de favoriser l'élaboration de la méthode quantitative. Parmi ces composantes, on retrouvait notamment :

- des entrevues avec des informateurs clés, visant à augmenter le niveau de compréhension concernant la manière dont les établissements postsecondaires fournissent des logements aux étudiants ou leur en facilitent l'accès;
- des entrevues en profondeur avec les intervenants, notamment le personnel des établissements postsecondaires, les étudiants et les représentants d'associations étudiantes, visant à permettre une meilleure compréhension du marché du logement pour étudiants, d'une variété de points de vue, et d'obtenir des données qualitatives solides sur les questions pertinentes à l'étude;
- des groupes de discussion ayant pour objectif de mettre à l'essai le contenu des sondages et le matériel connexe.

## CONSTATATIONS

Les résultats des entrevues et des groupes de discussion ont influé sur la méthode utilisée pour les sondages en ligne ciblant les établissements postsecondaires et leurs étudiants. On a présumé que la formule du sondage en ligne constituait le meilleur moyen pour obtenir les données recherchées. Les résultats des entrevues et des groupes de discussion ont également contribué à la précision du contenu des sondages et fourni des idées pour optimiser les taux de participation et les résultats de la collecte de données. Exception faite du contenu trouvé pour le sondage auprès des établissements postsecondaires et pour celui auprès des étudiants, voici quelques unes des principales conclusions tirées des entrevues et des groupes de discussion.

- Les groupes d'intervenants dans le domaine du logement des étudiants de niveau postsecondaire accordaient de l'importance à une variété de questions, notamment au coût des divers types de logements, au type d'unités construites, aux frais associés au

logement des étudiants, aux renseignements divulgués sur le logement en résidence (p. ex., les frais d'entretien), aux commodités incluses dans le loyer, aux types de partenariats public-privé conclus pour la gestion de l'hébergement.

- La plupart des représentants d'établissement postsecondaire ont indiqué que les établissements devraient accepter de fournir l'information demandée sans problème, pour autant qu'on ne leur demande pas de divulguer des renseignements personnels sur les étudiants.
- Il est peu probable que les établissements postsecondaires acceptent de divulguer les coordonnées permettant de contacter directement les étudiants, aux fins de l'administration du sondage auprès des étudiants, car les établissements postsecondaires ont toujours eu à cœur la limitation de l'accès aux renseignements personnels des étudiants.
- La complexité des données et des renseignements requis et la nature quantitative de ces derniers nécessitaient l'utilisation de sondages. Les audiences multiples qu'il fallait interroger pour obtenir tous les éléments de données nécessaires commandaient l'utilisation de deux instruments de sondage, l'un conçu pour les étudiants et l'autre pour les établissements postsecondaires.
- Le meilleur moyen de contacter les étudiants pour établir un échantillon probabiliste consisterait à les rencontrer en personne dans les campus représentatifs sélectionnés de chaque centre urbain à l'étude.
- On a déterminé qu'un sondage en ligne représenterait probablement une méthode de collecte de données quantitatives plus appropriée que les groupes de discussion ou les sondages sur papier ou au téléphone. Les sujets ciblés (étudiants de niveau postsecondaires et leurs fournisseurs de logements) connaissent très bien les rouages technologiques et possèdent fort probablement une adresse courriel. Qui plus est, la formule du sondage en ligne s'harmonise très bien au style de vie typique des étudiants. En effet, dans le cadre de cette formule, il n'y a pas de calendrier de livraison fixé, et les étudiants ont la possibilité de remplir le sondage quand bon leur semble.
- Le meilleur moment de l'année pour lancer les deux sondages serait en février ou en mars, soit avant ou après la semaine de relâche, et avant que la pression des examens finaux ne s'installe. Aussi, les étudiants en auraient alors plus long à dire à ce moment sur leur logement, puisqu'ils y habiteraient depuis quelque temps déjà.
- Personne ne s'est opposé à ce que l'on intercepte des participants potentiels, à ce que l'on envoie des rappels par courriel ou à ce que l'on offre des incitatifs, comme des prix, pour encourager la participation des étudiants au sondage.
- Le partage des résultats des sondages a été identifié comme le meilleur moyen de favoriser la participation, particulièrement les résultats permettant une comparaison entre les établissements.

La collecte des données et des renseignements par l'entremise de la méthode élaborée s'est avérée utile. L'étude qualitative à l'appui a favorisé la détermination d'un contenu de sondage approprié et l'optimisation du plan de collecte des données qualitatives. Les sondages menés auprès des étudiants et des établissements postsecondaires se sont révélés réalisables et ont fourni des données valides et fiables sur le logement. À la lumière de l'évaluation de la qualité des données, on constate que l'instrument de sondage était solide en général, et que les données recueillies étaient fiables et utilisables. Les taux de participation ont été suffisamment élevés pour fournir des données représentatives dans chaque segment. Cependant, en dépit de cette évaluation positive, on doit faire mention de certains éléments, dans un effort d'amélioration des taux de participation à chaque type de sondage, cela afin de permettre une analyse plus approfondie de la situation.

- Il est possible que la longueur actuelle du sondage nuise à l'obtention d'un taux de participation maximal. La majorité des participants n'ayant pas rempli complètement le questionnaire ont répondu aux premières questions, jusqu'à concurrence d'environ 10 % de la totalité du sondage. Par la suite, ce type d'audience aura probablement conclu que le sondage était trop long.
- Une analyse des questions posées dans le cadre du sondage a donné de bons résultats. On a constaté une faible incidence de réponses « Je ne sais pas /Refus de répondre » [Traduction] et de réponses ambiguës, cela pour l'ensemble des questions.
- Les travaux sur le terrain se sont déroulés du 29 mars au 31 mai. L'étude avait été conçue pour coïncider avec l'essai pilote sur la population étudiante et pour respecter les calendriers typiques des responsables du logement. C'est à dire qu'au cours de la phase qualitative de la présente étude, on avait déterminé que le milieu de la session constituait probablement la période la moins occupée des services de logement. Aux fins de l'administration future des sondages, on sera bien avisé de les mettre en place au milieu des sessions d'automne ou d'hiver.
- La méthode choisie constitue un moyen très économique de sonder ce groupe cible, sans compromettre l'efficacité, ni l'exactitude de l'enquête. Par l'intermédiaire des composantes de l'étude qualitative, on a également constaté qu'il s'agissait de la formule que les responsables du logement préféraient pour participer à ce genre de sondage. Le budget alloué à l'essai pilote, hormis les honoraires versés aux professionnels, s'est avéré négligeable. Parmi les autres méthodes de sondage, on compte le téléphone, le courrier réponse et le sondage en ligne. Une brève analyse de ces méthodes a révélé que le choix du sondage en ligne a permis de réaliser des économies substantielles.

## Sondage auprès des établissements postsecondaires

### Faisabilité de la méthode

Le sondage auprès des établissements, conçu pour recueillir des renseignements au sujet de l'offre du stock de logements, des types d'immeubles, des commodités offertes, des taux d'inoccupation et d'autres questions connexes, a été réalisé dans 288 établissements postsecondaires à l'échelle du pays. On a sélectionné les établissements à partir des listes obtenues du CICDI et de la ANCC, que l'on a modifiées pour respecter la définition préalablement établie d'un « établissement postsecondaire ». La liste définitive et traitable des établissements « admissibles » a permis la réalisation d'un recensement des établissements postsecondaires plutôt qu'un sondage auprès d'un échantillon représentatif. De ce nombre d'établissements, 88 ont répondu, ce qui représente un taux de participation de 31 %. Pour un échantillon de cette taille, on peut considérer que les résultats sont exacts à 8,8 points de pourcentage près, 19 fois sur 20 (correction pour une population finie). Le taux de participation au sondage se situait dans une plage relativement normale pour ce type de méthode de sondage et d'audience cible.

### Résultats du sondage auprès des établissements postsecondaires

Voici les résultats sommaires du sondage auprès des établissements postsecondaires.

- Les établissements qui ont répondu au sondage disposaient d'une gamme de logements sur le campus. Plus de la moitié (60 %) des établissements participants possédaient des logements pour étudiants (sur le campus ou hors campus). De cette proportion, 77 % ont indiqué que leurs logements pour étudiants se situaient sur le campus. Les deux tiers (64 %) des établissements sondés possédant des logements sur le campus ne pouvaient héberger plus de 400 étudiants, tandis que 22 % ont indiqué que leurs installations pouvaient héberger plus de 1 000 étudiants. La résidence d'étudiants s'est avérée le type de logement le plus commun sur les campus. Parmi les établissements qui possédaient des logements sur le campus, 82 % offraient des logements en résidence, et 63 % proposaient à leur population étudiante des appartements, des maisons en rangée ou des maisons. Seulement un établissement sondé sur dix offrait des habitations familiales.
- Les établissements postsecondaires de moindre envergure semblaient offrir un plus grand choix de logements sur le campus à leur population étudiante que les établissements plus imposants. Au moment du sondage, seulement 23 % des établissements ont fait état d'une population étudiante de moins de 1 000 étudiants inscrits, tandis que 75 % des établissements ont indiqué être en mesure de loger jusqu'à 1 000 étudiants.

- Les résultats ont montré qu'il existait une large fourchette de loyers et de commodités. Par exemple, le loyer d'une chambre individuelle en résidence se situait entre 155 \$ et 1 268 \$ par mois. Le loyer moyen variait également selon le nombre de chambres de la résidence sur le campus — plus cette dernière comportait de chambres, plus le loyer moyen était bas (Tableau 1). La majorité des loyers indiqués comprenaient le chauffage, l'électricité et les services de buanderie. Une variété considérable d'autres commodités pouvaient être incluses dans les loyers, par exemple, les repas.
- Une grande variété de commodités pouvaient être comprises dans le loyer moyen des logements pour étudiants offerts par les établissements postsecondaires. Dans la grande majorité des cas, que le logement appartienne à l'établissement postsecondaire ou qu'il soit pris à bail par ce dernier, les frais de chauffage, le coût de l'électricité et les installations de buanderie étaient inclus dans le loyer. Mis à part ces commodités de base, les services inclus dans les loyers variaient considérablement.
- Les étudiants de tous les établissements participants doivent faire face à un faible taux d'inoccupation sur le campus lorsqu'ils cherchent un logement. La majorité des établissements ont indiqué que leurs logements sont tous occupés au début de l'année scolaire, et que les taux d'inoccupation des logements situés sur le campus, des logements hors campus et des logements pris à bail sont restés à peu près stationnaires en 2004, comparativement aux deux ou trois années précédentes.
- Seulement un établissement postsecondaire canadien sur cinq disposait de plans à court terme pour augmenter le nombre de ses logements pour étudiants. Malgré le fait que plus de 50 % des établissements participants prévoient une augmentation de leur population étudiante au cours des cinq prochaines années, seulement 21 % d'entre eux envisageaient d'accroître le

**Tableau 1 : Loyers mensuels moyens (coûts) des logements offerts aux étudiants par les établissements postsecondaires par type de logement et marché cible**

Type/marché	Loyer moyen	Fourchette de loyers	
		de	à
Chambre individuelle en résidence	397 \$	155 \$	1 268 \$
Chambre pour deux personnes en résidence	405 \$	145 \$	948 \$
Studio	412 \$	215 \$	692 \$
Logement de une chambre	511 \$	249 \$	850 \$
Logement de deux chambres	466 \$	210 \$	884 \$
Logement de trois chambres ou plus	413 \$	155 \$	885 \$
Logement familial	659 \$	420 \$	1 100 \$

Source : Phoenix SPI, pour la SCHL, juillet 2004

nombre de leurs logements pour étudiants situés sur le campus et hors campus. Certains établissements ont toutefois déjà commencé à planifier les mesures qu'ils prendront pour faire face à la hausse prévue de leur population étudiante. Lorsqu'on leur a demandé s'ils étaient actuellement en train de construire de nouveaux logements pour étudiants, 15 % des établissements postsecondaires ont répondu par l'affirmative.

- En règle générale, les établissements d'enseignement aident les étudiants à trouver un logement. Plus de quatre établissements sur cinq (84 %) ayant répondu au sondage ont indiqué fournir des renseignements ou de l'assistance aux étudiants à la recherche d'un logement hors campus.

## Sondage auprès des étudiants

### Faisabilité de la méthode

Le sondage auprès des étudiants a été administré en ligne à un échantillon probabiliste d'étudiants inscrits dans les établissements sélectionnés des deux centres urbains à l'étude. Des considérations financières et les taux de participation au sondage initial ont fait que l'on a dû se limiter à sonder les étudiants d'un seul grand centre urbain et d'un seul petit centre urbain, soit ceux de Toronto et de Halifax. En outre, le fait d'inclure seulement deux villes dans l'essai pilote devait générer des résultats permettant l'analyse plus approfondie des sous groupes. Cinq établissements ont été choisis dans chaque centre urbain à l'étude (Tableau 2).

Toronto	Halifax
Université Ryerson	Université Dalhousie
Université de Toronto - St. George Campus	Université King's College
Humber College of Applied Arts and Technology	Université Saint Mary's
George Brown College of Applied Arts and Technology	Nova Scotia Community College — Institute of Technology Campus
Université York	Université Mount Saint Vincent

**Tableau 2**

On a recruté les étudiants au moyen d'une méthode d'enquête par interception comprenant les étapes suivantes :

- Les intervieweurs ont examiné les campus sélectionnés pendant une demi journée ou une journée complète et ont distribué des dépliants contenant des renseignements sur le sondage.
- On a demandé aux étudiants de lire le dépliant et on leur a donné de l'information sur le sondage, les prix à gagner, etc.
- On a demandé leur adresse électronique aux étudiants qui ont accepté de participer (pour leur envoyer des rappels et pour les aviser du tirage des prix) et on leur a également demandé de présenter leur carte d'étudiant afin de vérifier leur admissibilité au sondage.

- On leur a ensuite donné un mot de passe ou code d'accès personnel pour accéder au sondage en ligne. L'utilisation d'un mot de passe ou d'un code d'accès avait pour objectif d'empêcher les étudiants de remplir le sondage plus d'une fois.
- Les intervieweurs ont reçu la directive de maximiser leur couverture de l'établissement en se déplaçant dans le campus (c. à d. en se rendant à des facultés, des centres de syndicat étudiant et des résidences différentes) afin d'établir un échantillon solide de participants.

Au total, 1 372 étudiants choisis au hasard dans les divers campus d'établissement postsecondaire ont été recrutés pour participer au sondage en ligne — 632 étudiants de Toronto et 740 étudiants de Halifax. De ce nombre, 332 étudiants ont effectivement rempli le sondage, ce qui représente un taux de participation de 24 %. Les taux de participation enregistrés en fonction des deux sous groupes sont de 27 % à Halifax et de 21 % à Toronto. Pour un échantillon de cette taille, on peut considérer que les résultats sont exacts à 5,38 points de pourcentage près, 19 fois sur 20.

## Résultats du sondage auprès des étudiants

Voici quelques résultats sommaires du sondage mené auprès des étudiants.

- En dépit de la gamme de logements sur le campus et hors campus qui s'offrent à eux, la majorité des étudiants ont choisi de demeurer chez leurs parents pendant la durée de leurs études postsecondaires. Presque la moitié des participants ont indiqué qu'ils demeuraient au foyer familial avec leurs parents ou tuteurs pendant l'année scolaire. Pour la plupart d'entre eux, c'est le coût associé au logement qui a principalement motivé leur choix de demeurer chez leurs parents pendant l'année scolaire. On n'a constaté qu'une faible différence sur ce point entre les étudiants des deux centres sondés. Une plus grande proportion d'étudiants de niveau postsecondaire de la région de Toronto que de la région de Halifax demeuraient au foyer familial. Au moment du sondage, environ 54 % des étudiants de Toronto demeuraient chez leurs parents, contre seulement 36 % des étudiants de Halifax.
- La proportion d'étudiants demeurant au foyer familial était encore plus grande chez ceux qui provenaient du centre urbain où se situe leur établissement d'enseignement. Parmi les participants vivant dans la ville où se situe leur établissement d'enseignement, presque trois sur quatre demeuraient à la maison avec leurs parents ou tuteurs pendant l'année scolaire.
- La majorité des participants au sondage qui n'habitaient pas chez leurs parents ou tuteurs demeuraient à l'extérieur du campus pendant l'année scolaire. La propension des étudiants à vouloir demeurer dans un logement situé sur le campus était plus grande à Halifax qu'à Toronto. En effet, plus de 30 % des étudiants de Halifax qui n'habitaient pas le foyer familial ont choisi de demeurer sur le campus, contre environ 20 % des étudiants de Toronto.

- Le choix de logement le plus répandu parmi les étudiants ayant décidé de demeurer à l'extérieur du campus était l'appartement, et ce, autant à Toronto qu'à Halifax, où plus de 60 % des étudiants vivant à l'extérieur du campus ont indiqué habiter ce type de logement. Cependant, le deuxième choix le plus répandu différait en fonction du centre urbain à l'étude. Une proportion de 21,6 % d'étudiants de Halifax a déclaré occuper une maison individuelle (louée ou achetée), tandis que 20,8 % des étudiants de Toronto ont indiqué qu'ils demeuraient dans une maison de chambres ou une « chambre louée ».

- On n'a pu conclure, à partir des résultats du sondage, que les étudiants avaient une préférence pour l'un ou l'autre des divers types de logement (selon le nombre de chambres). En règle générale, les étudiants semblaient presque autant enclins à vivre dans un logement de une chambre (27 %), que dans un logement de deux (28 %) ou de trois chambres (29 %). Les étudiants de Toronto semblaient préférer les logements de une chambre alors que ceux de Halifax semblaient privilégier les logements de deux ou trois chambres. Ces résultats correspondent avec la tendance des étudiants à partager leur logement. En effet, presque trois participants sur quatre ont indiqué vivre en colocation.
- En moyenne, le coût de la vie des étudiants de Toronto demeurant à l'extérieur du campus était plus élevé que celui des étudiants de Halifax. Au moment du sondage, le pourcentage des étudiants dont le loyer mensuel n'atteignait pas 400 \$ était moins élevé à Toronto qu'à Halifax. De même, une plus grande proportion d'étudiants de Toronto que d'étudiants de Halifax déboursaient plus de 500 \$ par mois pour leur logement.
- Les raisons fournies pour justifier le choix de demeurer ou non sur le campus variaient. Les étudiants ont souvent choisi de vivre dans des logements situés sur le campus pour des motifs comme la proximité, la facilité d'accès à leur établissement, le partage d'un même style de vie avec la collectivité étudiante et la sécurité. Les raisons citées le plus souvent pour justifier le choix de se loger à l'extérieur du campus comprenaient, notamment, le besoin d'une certaine intimité, l'impression d'indépendance, le coût avantageux et la plus grande tranquillité.

## CONCLUSION

La méthode conçue pour obtenir des données quantitatives représentatives sur le logement des étudiants au Canada s'est avérée réalisable et a généré des données sur le logement valides et fiables.

À la lumière des résultats du sondage, conjugués à l'analyse détaillée de la recherche menée par la SCHL, on peut tirer les conclusions suivantes et formuler certaines recommandations pour améliorer la méthode d'enquête :

- I) On a étudié des méthodes de recharge et constaté que ces dernières entraînaient des coûts plus élevés et donneraient possiblement lieu à des taux de participation plus faibles que la

méthode choisie, et ce aussi bien pour les établissements postsecondaires que pour les étudiants.

- a) Les coûts associés à la mise en place de la méthode pourraient être réduits par la formation d'un partenariat avec les établissements postsecondaires et les intervenants qui utiliseront l'information recueillie. Ces intervenants pourraient comprendre, entre autres, les associations, les ministères de l'éducation provinciaux et les parties concernées du secteur privé. Les établissements postsecondaires et les autres intervenants accordent de la valeur aux données et aux renseignements recueillis. Ils s'en servent à des fins de planification opérationnelle et seraient fort probablement d'accord pour prendre de tels arrangements.
- 2) Selon les exigences en matière de données et de renseignements et le financement accordé, on recommande de limiter le recours à la méthode au(x) niveau(x) des centres urbains pris individuellement :
  - a) Les établissements et les étudiants qui y suivent leur programme d'études se retrouvent pour la plupart dans les régions urbaines, ce qui limite la capacité de rassembler des données qui soient représentatives de l'ensemble de la province ou du pays à l'étude. Il faut souligner, toutefois, que l'on peut recueillir des données et des renseignements auprès d'un échantillon d'étudiants fréquentant des établissements situés un peu partout dans une province, une région ou l'ensemble du pays, pour obtenir des résultats représentatifs de ces divers territoires.
  - b) Bien que la méthode proposée se soit avérée moins coûteuse à administrer que les autres méthodes suggérées, sa mise en place à l'échelle nationale serait probablement plus difficile et plus coûteuse qu'au niveau de centres urbains pris individuellement. Une telle entreprise à l'échelle nationale exigerait la réalisation d'un sondage auprès d'étudiants de chaque centre urbain, là où se trouvent plus de 250 établissements postsecondaires, et entraînerait des coûts administratifs exorbitants.
- 3) On devrait faire participer à la phase de planification le personnel technique dont on aura besoin pour la programmation du sondage en ligne afin de prévenir tout problème administratif ou touchant le plan du sondage.
- 4) Malgré le fait que la méthode proposée se soit avérée la plus convenable pour recueillir des données et des renseignements sur le logement auprès de sources variées, on devrait explorer des stratégies supplémentaires pour améliorer le taux de participation.

**Directeur de projet à la SCHL** : Kris Leaman

**Consultants pour le projet de recherche :**  
Phoenix Strategic Perspectives Inc.

### **Recherche sur le logement à la SCHL**

Aux termes de la Partie IX de la *Loi nationale sur l'habitation*, le gouvernement du Canada accorde du financement à la SCHL pour la réalisation d'études sur les aspects sociaux, économiques et techniques du logement et sur les questions connexes, ainsi que pour la publication et la distribution des résultats de ces études.

Ce feuillet d'information fait partie d'une série de documents visant à vous informer de la nature et de la portée des enquêtes menées par la SCHL.

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Imprimé au Canada  
Réalisation : SCHL

13-12-05

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Bien que ce produit d'information se fonde sur les connaissances actuelles des experts en habitation, il n'a pour but que d'offrir des renseignements d'ordre général. Les lecteurs assument la responsabilité des mesures ou décisions prises sur la foi des renseignements contenus dans le présent ouvrage. Il revient aux lecteurs de consulter les ressources documentaires pertinentes et les spécialistes du domaine concerné afin de déterminer si, dans leur cas, les renseignements, les matériaux et les techniques sont sécuritaires et conviennent à leurs besoins. La Société canadienne d'hypothèques et de logement se dégage de toute responsabilité relativement aux conséquences résultant de l'utilisation des renseignements, des matériaux et des techniques contenus dans le présent ouvrage.



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## Table of Contents

Executive Summary .....	i
Introduction .....	1
Institutional Survey .....	2
Objectives.....	2
Overview of Research Design.....	2
Sample Frame.....	4
Data Collection .....	7
Quality of Data.....	9
Timing.....	10
Budget .....	10
Limitations .....	11
Conclusions & Recommendations .....	12
Student Survey .....	14
Objectives.....	14
Overview of Research Design.....	14
Sample Frame.....	15
Data Collection .....	17
Quality of Data.....	21
Timing.....	22
Budget .....	23
Limitations .....	24
Conclusions & Recommendations .....	25

Appendices: Institutional Survey

1. Institutional database with actual results (separate cover)
2. Invitation Letters
3. Institutional Reminders
4. Institutional Survey
5. Instructions for creating a sample frame

Student Survey

1. Student data tables with actual results (separate cover)
2. Definition of Student Housing
3. Telephone permission request script
4. Email permission request script
5. Instructions for intercept activity
6. Student Invitation Flyer
7. Student Reminders
8. Student Survey
9. Prize Winners Email

## EXECUTIVE SUMMARY

Phoenix SPI was commissioned by Canada Mortgage and Housing Corporation (CMHC) to develop a methodology to obtain information about student housing in Canada, and to implement a pilot project to *test* the methodology with students and post-secondary institutions. What follows in this executive summary is a form of *How-to Guide* for use when administering these surveys in the regions. More detail is provided in the body of this report, as well as the appended documents.

### Institutional Survey

1. Select a time frame – ideally a 4-6 week period – to conduct the survey. The survey should be in the field for the full period. The optimum times are mid-way through either the Fall or Winter semesters.
2. Program, mount on a secure server, and rigorously test the online survey. Ensure that the survey is located at a relatively short URL (e.g. [www.cmhc-schl.gc.ca/survey](http://www.cmhc-schl.gc.ca/survey)). Use the questionnaire appended to this report (or one slightly modified) to ensure comparable data.
3. Select and prepare your sample frame:
  - 3.1. Identify the institutions in the region (or country for a national survey) that should be included in the survey. For information on selecting a regional sample frame, please see the document by this title (appended).
  - 3.2. Create a list of the institutions (using a spreadsheet or database program, such as Excel). This list should include the names of the school and chief housing officer (if available), as well as the following coordinates: school address, telephone/fax number, and (most importantly) the email address of the chief housing officer or department responsible for housing issues. In lieu of a direct email address, select a generic one for a school contact (the invitation letter will contain the instruction to forward the message to the appropriate school official).
  - 3.3. Generate a list of unique passwords (watch the problems encountered during the pilot test with case-sensitive alpha-characters mistaken for numeric-characters). Now, assign a unique password (or PIN) to each of the schools to be surveyed. Simply add an additional column/field to the file that contains the list of institutions. This will act as a user login for security purposes.
  - 3.4. Undertake a print merge of the list of institutions and invitation letter(s) (appended). Note that there are three different versions of the letter depending on the type of institution (i.e. information pertaining to an institution's housing stock should be reported in aggregate, including all federated/affiliated colleges and campuses, unless these sub-components of the institution are located in different geographic communities – more detail in body of report). Make sure an end-date for the survey is entered in the invitation letter(s) prior to the merge. Merge the name, coordinates, and password fields.
4. Send out email invitations (appended) to the institutions. If there are schools in the sample for which email addresses are not available, send the invitations through regular

mail. Avoid sending the invitations at the end of the week. Always try to send them early in the week.

- 4.1. Watch for undeliverable invitations – email or postal returns.
- 4.2. Find replacement email and/or mailing addresses as required. Re-send the returned invitations immediately.
5. Send out email reminders (appended).
  - 5.1. Approximately one week after the invitation to complete the survey send out the first email reminder. Only send the reminder to those schools which have not yet completed the survey. To check this, simply review the data output file and match the passwords recorded in the file (i.e. schools that have completed the survey) to the list of institutions (i.e. the sample frame). Finally, ensure that the completion date in the email reminder is consistent with that entered in the invitation letter. Always try to send the reminders early in the week.
  - 5.2. Approximately two weeks after the initial invitation send out the second email reminder. Again, only send the reminder to those schools which have not yet completed the survey. Always try to send the reminders early in the week.
  - 5.3. To increase response rates, include a round of phone calls to institutions (chief housing officers) that have not yet responded (the timing is flexible, and can be worked in with the email-mail reminders, with the timing of the latter adjusted to accommodate the phone calls).
6. Answer questions from respondents and/or troubleshoot technical problems/mishaps as required while the survey is in the field.
  - 6.1. Monitor data output file for quality/unexpected problems, etc.
  - 6.2. Adjust survey programming as required (if necessary).
7. Code (as necessary) and tabulate the data.
8. Create a short summary report that describes some of the key findings of the survey.
9. Distribute the summary report by email to participating institutions to thank them for taking the time to participate in this important research.

### Student Survey

1. Select a time frame – ideally a 5-6-week period – to conduct the survey. Allow two weeks for the recruitment of students and 3-4 weeks for the survey to be available online. The optimum times are mid-way through either the Fall or Winter semesters.
2. Program, mount, and rigorously test the online survey. Ensure that the survey is located at a relatively short URL (e.g. [www.cmhc-schl.gc.ca/survey](http://www.cmhc-schl.gc.ca/survey)). Use the questionnaire appended to this report (or one slightly modified) to ensure comparable data.
3. Select and prepare your sample frame:
  - 3.1. Identify the institutions in the region from which students should be included in the survey. For information on selecting the regional sample frame, please see the document by this title (appended).

- 3.2. Contact the appropriate departments at the schools to request permission to be on campus for the purpose of recruiting students to participate in the survey. Use the telephone and email scripts developed during the pilot test to guide this process (appended).
4. Determine prizes to be included in the draw as an incentive to encourage students to take the time to participate.
5. Undertake recruitment of students.
  - 5.1. Generate a list of unique passwords (watch the problems encountered during the pilot test with case-sensitive alpha-characters mistaken for numeric-characters). The passwords will be used to access the survey (for security) and will given to the students as they agree to participate in the research.
  - 5.2. Ready the student invitation flyer (appended). Ensure that the URL (where the survey will be located online), completion date, and list of prizes are accurate.
  - 5.3. Hire a research firm to conduct the intercept recruitment or use local CMHC staff.
  - 5.4. Review the instructions for intercept activities (appended) and begin recruitment at the participating schools.
  - 5.5. Transcribe the email addresses of those students who agree to take part in the survey as a result of recruitment. Use Excel or any other spreadsheet program to electronically record the addresses. This email list will be used to send out email reminders to students.
6. Send out email reminders (appended).
  - 6.1. Approximately one week after the initial invitation (i.e. the actual recruitment of the student) send out the first email reminder. Only send the reminder to those students who have not yet completed the survey. This can be determined by matching either email addresses or unique passwords in the data output file with those collected during recruitment. Ensure that the completion date in the email reminder is consistent with that entered in the student invitation flyer. Always try to send the reminders early in the week.
  - 6.2. Approximately two weeks after the invitation to complete the survey send out the second email reminder. Again, only send the reminder to those students who have not yet completed the survey. Always try to send the reminders early in the week.
7. Answer questions from students and/or troubleshoot as required while the survey is in the field. Have additional passwords available to distribute to students who contact you because they have misplaced the one given to them by the recruiters.
  - 7.1. Monitor data output file for quality/unexpected problems, etc.
  - 7.2. Adjust survey programming as required (if necessary).
8. Purchase and ready the prizes for award.
9. Conduct the prize draw. Generate random integers and select these winners from the data output file.
  - 9.1. Contact the winners by email and request a mailing address (appended).

- 9.2. Mail the prizes to the winners/confirm receipt through postal tracking.
10. Code (as necessary) and tabulate the data.

## **INTRODUCTION**

Canada Mortgage and Housing Corporation (CMHC) commissioned Phoenix SPI to develop a methodology to obtain information about student housing in Canada and the housing options available to students, and to implement a pilot project to *test* the methodology with students and post-secondary institutions.

### **Background and Objectives**

As Canada's national housing agency, CMHC helps Canadians access affordable and high quality housing. CMHC's Market Analysis Centre provides the housing industry and consumers with the latest statistical information and analysis of housing trends so they can make informed decisions. As part of CMHC's Market Analysis Centre's work plan, a pilot project on "Student Housing in Canada" had been scheduled. This entails the development of a methodology to capture information about student housing in Canada, including the housing options available to students. It also envisaged that a pilot project be undertaken to test the methodology in selected Canadian urban centres. This report presents the results of this pilot project, including a detailed description of the methodological approaches used for the surveys of students and post-secondary institutions.

Current information on student housing is very limited despite its impact on the market due to the size of the student population (over 1 million full-time post-secondary students in Canada) and the significant increase in the number of older students who are more likely to seek independent accommodation away from parents or family.

### **Research Activities**

To address the research objectives, Phoenix undertook a multi-stage research program that consisted of a number of different elements. All of the activities were geared towards the development of a comprehensive, actionable methodology that could be used by CMHC to obtain representative, quantitative student housing data. The research comprised the following main elements:

1. Internet Search (incl. development of institutional database)
2. Key Informant Interviews
3. Set of 25 In-Depth Interviews
4. Core Design Activities
5. Focus Groups
6. Pilot Test Process

While many of these research elements have been reported on under separate cover in accordance with the agreed-upon project deliverables, this report provides an analysis of the methodology developed through this research program based on the pilot test. This includes a description of the methodology, results of the data collection, lessons learned, etc. The report is divided into two distinct chapters:

1. Institutional Survey
2. Student Survey

## INSTITUTIONAL SURVEY

This chapter of the report focuses on the results of the institutional survey, including a review of the methodology deployed, lessons learned, and conclusions.

### Objectives

The primary objectives of this aspect of the project were essentially twofold: to develop a methodology to obtain information about student housing in Canada and the housing options available to students, and to implement a pilot project to *test* the methodology. Through consultation with CMHC, it was later agreed that Phoenix SPI would, to the extent possible, undertake *full implementation* of this survey with all ‘eligible’ institutions in the universe of study.<sup>1</sup>

### Overview of Research Design

A census survey was undertaken with post-secondary institutions in Canada from March through May 2004. The following specifications applied to this research:

- An online survey was administered to all eligible post-secondary institutions in Canada.
- The list of eligible institutions was developed in consultation with CMHC and was based on the list of recognized institutions maintained by the Canadian Information Centre for International Credentials (CICIC).<sup>2</sup>

In total, 88 institutions responded and completed the on-line survey. This represents a response rate of 31%. Based on a sample of this size, the findings can be considered to be accurate within +/8.8%, 19 times out of 20 (adjusted for a finite population).

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<sup>1</sup> ‘Eligible’ institutions are discussed and defined in the section on sample frame.

<sup>2</sup> The selection of post-secondary institutions is discussed in more detail in the next section (when information on the sample frame is presented).

The following table provides a breakdown of responding institutions by province:

PROVINCE/TERRITORY	NO. OF RESPONSES	NO. OF INVITATIONS
Territories	1	3
British Columbia	7	28
Alberta	2	29
Saskatchewan	6	17
Manitoba	6	13
Ontario	20	70
Quebec	41	98
New Brunswick	3	11
Nova Scotia	1	13
Prince Edward Island	1	2
Newfoundland	0	4

Qualitative research, including key informant interviews, in-depth interviews, and focus groups, preceded this online survey. Given that the objective of the research was the design of an actionable methodology to survey institutions, the qualitative research elements helped to shape the quantitative design to ensure that it was as effective as possible. The following specifications applied to the development of the institutional survey:

- A set of eight key informant interviews was conducted. The focus of these interviews was on increasing our level of understanding of the ways in which post-secondary institutions operate in terms of providing and facilitating access to student housing – both their own housing units and accommodations not owned or managed by the post-secondary institution.
- A set of 25 in-depth interviews was conducted, in both official languages, with a cross-section of stakeholders. In total, 11 interviews were conducted with post-secondary institution staff. The purpose of the interviews was to better understand the student housing market from a variety of perspectives, and to obtain robust, qualitative data on the issues of relevance to this study.
- A set of four focus groups was conducted immediately following the main design phase of this study. Two groups were held with students, and two with post-secondary institution staff (one group per audience in each language). The purpose of the groups was highly focused: to pre-test the survey content and related collateral materials, to validate key design elements, and to review the details of the survey distribution and data collection method(s).

This qualitative research was conducted over a four-month period, from November 2003 through February 2004.

## **Sample Frame**

This section describes the sample frame, including a discussion of the unique challenges that emerged during this part of the research, the solutions deployed and decisions made, and the rationale underlying the decisions.

### **Defining the Universe/Population of Interest**

The first stage of the research process involved defining the ‘universe’ for the methodology to be deployed to obtain quantitative student housing data. Through an analysis of post-secondary institutional lists publicly available (e.g. membership lists for the Association of Universities and Colleges of Canada, the Association of Canadian Community Colleges, etc.), it was determined that the list compiled and maintained by the Canadian Information Centre for International Credentials (CICIC),<sup>3</sup> in cooperation with provincial/territorial education ministries, was the most comprehensive and appropriate for CMHC’s needs. This list was purported to be the only list of all post-secondary institutions in Canada recognized by their appropriate jurisdictional authorities. The designation ‘recognized’ indicates that the institution has been awarded the authority to grant academic credentials by their provincial/territorial governments through charters or legislation<sup>4</sup>. As such, the CICIC list of post-secondary institutions in Canada became the basis for the universe of this study.

The CICIC list contained a total of 402 records at the time the universe for this research was defined in late 2003.<sup>5</sup> This list, however, reports each campus and federated/affiliated school of an institution as a separate record (e.g. University of Manitoba – St. John's College, Nova Scotia Community College – Institute of Technology Campus). Accordingly, this overstated the number of actual post-secondary institutions. Once ‘duplicates’ were removed (i.e. multiple campuses/colleges within one institution), the total number of distinct institutions on the CICIC list was recalculated to be 266. However, given that one of the secondary objectives of this research was to generate data that would enable an analysis of the impact of student housing on a local market, it was determined that each federated/affiliated school and university campuses located in a different city from the main school would be included as a separate respondent. A detailed description of this follows later in the section.

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<sup>3</sup> The Canadian Information Centre for International Credentials (CICIC) was established in 1990 to assist Canada in carrying out its obligations under the terms of the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the states belonging to the Europe Region. Per CICIC’s website, it “collects, organizes, and distributes information, and acts as a national clearing house and referral service, to support the recognition and portability of Canadian and international educational and occupational qualifications”.

<sup>4</sup> Since the sample frame was developed, the CICIC has revised the terminology used to refer to ‘recognized’ post-secondary institutions in Canada. At the time of the report writing, the ‘recognized’ institutions included in this study have been divided into two groups on the CICIC website: recognized, “public or private institution that has been given, by a public act of the provincial/territorial legislature, the authority to grant academic diplomas and degrees, and authorized, “private institution that has been given, by a private act of the provincial/territorial legislature, the authority to grant degrees or diplomas” (Source: [www.cicic.ca](http://www.cicic.ca)).

<sup>5</sup> The CICIC updates this list of recognized post-secondary institutions in Canada on a regular basis so these numbers do change from time to time.

Finally, an additional issue needed to be addressed when the CICIC list was selected as the basis of the institutional universe. This list did not include any private vocational/career colleges (e.g. CDI College, Herzing College). At this stage of the research project, it was not known how these institutions handled student housing, and which institutions owned or leased their own housing units. Given their prevalence throughout Canada and role as a post-secondary education option, efforts were undertaken to determine whether any of these schools should be included in the eligible ‘universe’. The decision was that due to the limited size and impact of these schools on the student housing market, they would be excluded from the universe of this research. A detailed description of these efforts and the related decision-making is presented below.

### **Treatment of Private Institutions**

The CICIC list that was used did not contain any private institutions. ‘Private institutions’ refers to educational institutions known by myriad titles (e.g. community colleges, academies, career training institutes, and institutes of technology), and that incorporate a broad range of expertise, from vocational to technical training (e.g. flight, hair dressing, beauty, and computer schools). While some may be licensed or registered, these institutions are monitored primarily for consumer protection, not institutional or program quality, and do not have the authority to grant formal academic credentials. However, given their prevalence as a post-secondary schooling option, steps were taken to determine whether some or all of these schools should be included in the universe of study.

The initial thinking was to include *sizeable* private institutions that met one or more of the following criteria for inclusion:

1. The student population at the institution (all campuses included) is 500 or above (it was felt that anything smaller would have a minimal impact on the housing market);
2. The institution owns its own housing stock; and/or
3. It offers programs of nine months duration or more (typical academic year).

In total, 219 requests for information were sent by email to private institutions across Canada to determine which, if any, met these criteria. The institutions that were sent these information requests were determined as follows:

1. *Private institutions on the National Association of Career Colleges<sup>6</sup> list.* In total, 203 email requests were sent to NACC members. This included all private career colleges listed as members of NACC, with the following exceptions:
  - If the contact information provided for the institution did not contain a website, the institution was excluded. This included institutions that listed email addresses (without an obvious website domain, i.e. @hotmail.com), but did not have a website.
  - In the case of franchises or multiple campuses, an attempt was made to send the request to the head office or main campus.

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<sup>6</sup> NACC is an association of Canadian private career training institutions and companies that offer products and services to those institutions.

- In the case of franchises or multiple campuses where there was no obvious head office or main campus, requests were sent to all institutions listed.
  - Institutions that did not offer instruction or training were excluded. This included a few employment agencies.
2. *Sizable private institutions not on the NACC list.* In total, 16 email requests for information were sent to private institutions that are not members of NAAC. Since the NACC list is reliable, but not fully comprehensive, it was augmented by provincial and territorial lists of private institutions available through the CICIC website. The information contained in each of these lists varied, with some including online coordinates (e.g. URL and email) and others the names of institutions only. Each list was reviewed to locate relevant institutions. The following exceptions applied:
- Institutions that did not offer instruction or training were excluded. This included some employment agencies.
  - Institutions that offered singularly-focused instruction or training (e.g. flight schools, driving lessons, aesthetics, real estate, etc.).
  - Institutions that provided instruction in areas where the classroom size would be small by necessity (e.g. flight and cooking schools).
  - Institutions for which there was not sufficient contact information provided to locate either the school on the Internet or a contact email address.

Email messages that were undelivered for any reason were collected and an attempt was made to locate an alternate email address. Where an alternate email address was available, the request for information was resent to this address. Two email reminders (issued one week apart) were sent to those institutions that had not responded to the request.

In total, 219 requests were sent out by email, 13 were undelivered even after an attempt to locate an alternate address, and 70 replied either with responses (67) or asking to be taken off the mailing list (3). This represented a response rate of 34%. This fieldwork was conducted during the first three weeks of December 2003. These activities revealed that only three of the institutions have 500 students or more, five own their own housing stock, and 55 have one or more programs of nine months duration or longer. Given the relatively small size of these schools, including those that own their housing (typically very small schools), it was determined that these institutions would not be included in the universe of study for this research.

### **Treatment of Universities with Federated/Affiliated Colleges and Multiple Campuses**

As noted above, the issue of how to treat federated/affiliated schools and multiple campuses of universities (e.g. University of Manitoba – St. John's College) was addressed during the design phase of the research. Since the objective of the research was to determine the impact of student housing in a specific location, it was determined that the institutions be divided into three groups to facilitate the use of different invitations letters (appended) to offer explanations and instructions unique to each circumstance. Simply put, information pertaining to an institution's housing stock would be reported in aggregate, including all federated/affiliated colleges and campuses, unless these sub-components of

the institution were located in different geographic communities. As such, the groups were as follows:

1. Universities that had geographically-dispersed component institutions were sent an invitation to each federated/affiliated college or campus and asked to report housing information for that school location only.
2. Universities that had component institutions located in the same city were sent an invitation to the main campus only and asked to report housing information for the institution as a whole.
3. All remaining universities were sent an invitation to the main campus only and asked to report housing information for the institution as a whole.

Each type of invitation letter included CMHC contact coordinates and invited respondents to contact them in the event that it was not possible to report housing stock as requested.

### **Treatment of Colleges With Multiple Campuses**

It was determined that if a college had multiple campuses that only the main campus would be included in the database. While the objective of the research was to determine the impact of student housing in a specific location, the vast majority of colleges did not appear to own housing (as determined during the database compilation). Through the qualitative phase of the research it became apparent that typically only the administrative offices of the main campus would be able to provide the information.

### **Appropriate Respondent – Chief Housing Officer**

After determining the universe of study, it was important to identify the appropriate respondent in post-secondary institutions to provide the needed information on behalf of their institution. This needed to be someone with direct, hands-on experience with student housing. Through the qualitative elements of the research, it was determined that a housing officer should be able to provide the information required. Most commonly the title associated with the position was Director of Housing or Accommodations, although numerous other titles are also used by institutions. In some institutions, however, there is no specific housing office (i.e. this is handled by another office, such as student services).

To accommodate the varying titles of the appropriate respondent, invitations to participate in the survey were addressed to the Chief Housing Officer or equivalent. As well, the invitation letter requested that the recipient forward the invitation if there was someone else better able to provide this information on behalf of their institution.

## **Data Collection**

This section describes the data collection methodology designed and pilot tested during this research. It was decided that a census survey be undertaken with post-secondary institutions in Canada (i.e. including all ‘eligible’ institutions, as defined above). The follow specifications applied to this research:

- The survey was administered online.
- Invitations to participate were sent out by CMHC via email or regular mail depending on the coordinates available for the appropriate housing contact at each institution (appended).<sup>7</sup> The invitation identified the purpose of the research and encouraged participation.
- In total, invitations were sent to 288 institutions. Of that, 10 bounced back (email) or were returned undeliverable (regular mail). An attempt was made to re-send these email messages individually or to substitute a regular mail address if another email address was not found. In the case of those returned by regular mail, a different mailing address was substituted. None were returned to sender.
- The survey was accessed through a URL contained in the invitation letter. If received via email, the link took potential participants to a page where they selected the official language of their choice. If received via regular mail, potential participants were required to type in the URL.

The length of the URL was overly long. For respondents that received the invitation to participate via regular mail, this likely presented a deterrent for accessing and completing the survey.

- A password/PIN was required to access the survey, and respondents were able to bookmark it and return to the survey at a later time (if pulled away). One password/PIN was sent to all post-secondary institutions. Upon submitting this password/PIN to enter the survey, respondents were issued a unique password/PIN to use if they chose to save their survey responses and return to complete it at a later, more convenient time.

An effort should be made to avoid case-sensitivity and potential confusion between alpha/numeric characters when selecting the passwords/PINs. Again, this appeared to be a more common problem for those respondents who received an invitation via regular post. Since they could not ‘cut and paste’ the password/PIN directly from the email message, it was these respondents who were most likely to report a problem. More specifically in this case, the number ‘1’ was confused for the capital letter ‘i’ (I) while a lower case ‘l’ (L) was confused for the number ‘1’.

- The survey was mounted on a secure CMHC server, ensuring security of data.
- Multiple questions were incorporated on each page in order to reduce the number of times respondents were required to hit ‘submit’ to move to the next page.

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<sup>7</sup> It was determined through the qualitative phase of this research that invitations to participate would be best received by institutions if issued by CMHC. Where possible, efforts were undertaken to obtain an email address. It was felt that email was a superior method of distribution to regular mail (e.g. easier for respondent to access the survey through an embedded URL [no need to copy and type in URL] so less response burden, low response rates for mail surveys), and for institutions where a specific housing email could not be found, a general institution email address was used in its place. The invitation letter included a request to forward the message to the individual best placed to provide feedback if this was not the person who received the message.

- Confidentiality of responses for participants was not assured. Respondents were asked to provide this information on behalf of their university (i.e. ‘for the record’).
- Two reminders were issued by CMHC one-two weeks apart via email or post depending on the delivery method used for the invitation (appended). The method of delivery remained consistent in order to ensure that the same individual/department received the invitation and reminders.
- To encourage post-secondary institutions to take part in the survey, a summary of the research findings was provided to participants.
- Prior to the start of fieldwork, the online versions of the questionnaires (English and French) were rigorously reviewed by the research team (both Phoenix and CMHC staff).
- The fieldwork was conducted from March – May 2003.
- In total, 88 institutions responded which represents a 31% response rate. Based on a sample of this size, the findings can be considered to be accurate within +/8.8%, 19 times out of 20 (adjusted for a finite population).

**The results of the institutional survey have been provided to CMHC in a separate database.**

## Quality of Data

As noted earlier, the supporting qualitative research helped to ensure appropriate survey content and the optimum quantitative data collection design. Based on an assessment of the quality of the data, the survey instrument is strong overall. Despite this positive assessment, a few areas warrant mention:

- *Survey Length:* An analysis of the data output files for the partial survey responses was undertaken (i.e. those that did not complete the full questionnaire). The majority of the incomplete surveys contained data up to and sometimes including Q7. At this point, the respondents chose not to continue with the survey. It may be that the survey was deemed lengthy by the time the respondent completed Q7.
- *Specific questions:* An analysis of the data suggests that the questions themselves performed well (e.g. low don’t know/refusals, unambiguous, useful information). That said, we offer a number of observations for CMHC’s consideration.
  - Qs 5, 15, 25 asked respondents to first identify the number of buildings used for different units of accommodations (e.g. dormitories versus apartments) and then the number of actual units available by type (e.g. single dormitory, bachelor apartment, etc). Some respondents either could not report/did not know the number of buildings available or mistakenly understood this question to be asking about the number of units.
  - The programming of Qs 5, 15, 25 – as they relate to cost – should permit respondents to provide only a monthly cost. This would result in a greater comparability of the results. Some provided costing on an annual basis.
  - Qs 6, 16, 26 asked respondents to identify the types of things included in the cost of the housing unit. Very few (2% - on-campus units only) offered

- satellite television; therefore, this item might be removed from the pre-coded list.
- Only 1% of respondents reported that their school accompanies students on visits to off-campus housing (Q42.). It would be better to remove this pre-coded response from the list given the low incidence level.
  - Only 4% of respondents indicated that their Student Union is responsible for the services provided by the school to help students find and secure off-campus housing (Q43). Consequently, this response code could be removed from the list so that it contains only higher-incidence options.
  - The overall length of the questionnaire is somewhat long, and it might be useful to reduce it by cutting questions that may be less valuable to keep for every iteration of the survey. For instance, this might include:
    - Qs 13, 23, 33 – good questions, but less essential information to capture each time.
    - Qs 34-39 – good questions, but less essential information to capture each time (i.e. that ask for 5 year projects).

## **Timing**

The fieldwork was undertaken from March 29<sup>th</sup> through May 31<sup>st</sup>, 2004. The research was designed to coincide with the student pilot test, as well as to accommodate the typical schedules of housing officers. That is, through the qualitative phase of this research, it was determined that mid-way through a semester would likely be the least busy time for housing departments. In terms of future administration, it is advisable to implement the survey mid-way through either the Fall or Winter semesters.

## **Budget**

This section briefly describes the cost of full implementation of the institutional survey, and provides a brief costing for data collection alternatives. The selected methodology represents a very economical way to administer a survey to this target audience (without compromising efficiency and accuracy). Through the qualitative research components, it was clear that this was also the preferred way for housing officers to participate in a survey of this kind. As well, we wanted to ensure that the data collection method was replicable by CMHC officials with limited reliance on external resources.

The budget for the pilot test, aside from professional time, was negligible since the survey was hosted on a CMHC server and the various instruments (survey, cover letter, reminders) were translated by CMHC.

Alternative methods of survey deployment include telephone, mail-back, and online (hosted externally through a field house). A brief costing of these alternatives follows<sup>8</sup> It should be noted that these are approximate, ballpark costs only.

- **Telephone:** The cost for conducting the survey via telephone would be approximately \$8,000 (excluding GST). This includes survey programming, advance calling to identify respondents, emailing of survey to prepare respondent, interviewing, long distance charges, and data coding/tabulation. Any translation required is excluded from this cost.
- **Mail-back:** The cost for conducting the survey via a mail-back option would be approximately \$4,000 (excluding GST). This includes survey programming, interviewing (screening calls), long distance charges, postal charges, and data coding/tabulation. Any translation required is excluded from this cost.
- **On-line:** The cost for conducting the survey via online deployment would be approximately \$6,500 (excluding GST). This includes online programming/hosting, email invitations/reminders, and data coding/tabulation. Any translation required is excluded from this cost.

## **Limitations**

This section describes the main limitations of this methodology. While the methodology clearly works, a few issues warrant review and consideration.

### **Response Rate**

The response rate for this survey fell within a relatively standard range for this type of survey method and target audience. As noted, 88 of 288 institutions completed the survey, which represents a response rate of 31%. While efforts were made to ensure a strong response rate (i.e. book-markable survey, distribution of a summary of research findings, email reminders, etc.), response rates are usually a challenge with self-administered surveys. In order to increase the number of responding institutions (beyond the current response rate), it would be important to include telephone contact with potential respondents – one or two rounds of phone calls. Simply incorporating additional

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<sup>8</sup> Costing is based on project specifications similar to those of the pilot test. That is, costing of alternative methods of survey deployment is based on the following:

- Sample size = 300
- Number of completes = 100
- Sample to come from client in electronic format, with telephone numbers and mailing addresses. Assume individual respondents' names will only be available for one-quarter of the sample. The rest will require screening questions to obtain the correct respondent – only the generic title will be known – “Chief housing officer”.
- Estimated interview length (telephone) = 15 minutes
- For telephone option – assume up to 6 call backs.
- For mail-back option – assume data entry is required.
- For mail-back option – assume two reminder postcards to be sent out.
- For online option – assume email invitations and two reminders to be sent.

email/mail reminders would likely have had limited impact in terms of increasing the overall response rate.

## Lessons Learned

Issues that needed to be resolved during the course of this research or that should be addressed for subsequent survey deployment have been identified in the preceding sections. These ‘lessons learned’ are listed below in an order that approximates the design process:

- *Passwords/PINs*: A few housing officials contacted us to let us know that they had an invalid password. After troubleshooting the problem, it became apparent that these respondents were mis-typing the password. Given that respondents might be required to type in the access code (depending on whether they receive the invitation via email or regular mail), the password/PIN range selected should exclude commonly misrepresented alpha and numeric characters (like the number ‘1’ and letter ‘1’ [L]). As well, the language used to refer to the password should be consistent. During the troubleshooting it became clear that at least one individual was confused by the terms access keys, codes, and passwords.
- *Lengthy URL*: Troubleshooting technical problems with a few respondents suggests that the URL was too long – especially for those respondents sent an invitation through regular mail. They were required to type the URL into their web browser and the longer the URL, the greater the potential for typing errors.
- *Response Fields*: One respondent brought to our attention the fact that some response fields did not accept comma-separated numeric responses (e.g. 3,000). This was rectified while the survey was still ‘live’.
- *Survey Programming*: A respondent made us aware of a problem with the online programming. That is, the questions dealing with housing stock (Questions 5, 15, 25) did not provide for the possibility that a school might only own/lease one type of the various styles of units for which data was being collected. When respondents indicated, ‘yes’, their school owned/leased apartments, townhouses, and houses, they could not complete this section of the survey without putting a response in all the categories (i.e. if they only had bachelor apartments, the survey programming still demanded that the respondent enter a response for the 1, 2, and 3 bedroom categories).

## Conclusions & Recommendations

Overall, the methodological approach used for this research is practical, cost-effective and able to provide valid and reliable housing data. Nevertheless, the following suggestions or recommendations, based on a review of the research method and process, are offered for CMHC’s consideration:

- CMHC technical personnel who might be involved in the programming of the on-line survey should be included during the design phase of the survey. This will serve to help ensure that all aspects of the survey functionality reflect the intent of the design.
- Use a short URL to access the survey. The URL used for the pilot test: [http://www02.cmhc-schl.gc.ca/survey/mr\\_institution/](http://www02.cmhc-schl.gc.ca/survey/mr_institution/) was too long and not easy to remember nor to type into a web browser.
- Efforts should be made to send invitations to participate by email to reduce the response burden (i.e. typing in the URL and password). While every effort was made to locate email addresses for the housing officers (or equivalent) of the post-secondary institutions included in the survey, one was not found via a website search for each school. That said, the expectation is that the number of invitations sent by regular mail will be reduced in subsequent waves of this survey due to the fact that the coordinates (including email addresses) of housing officers are being collected as part of this survey.
- The password/PIN range selected for security purposes should exclude commonly misrepresented alpha and numeric characters. As well, it should be referred by one term to avoid confusion (e.g. access key, access code, password, PIN, etc.).
- Unique passwords/PINs should be assigned to each institution. This will enable tracking and identification of respondents throughout the fieldwork. Targeted reminders would then be able to be issued encouraging those institutions that have logged-on and started the survey to take the time to complete it (we were not able to target respondents who had partially completed the survey). This would also enable the review and analysis of partially-completed surveys, something we were also not able to do for the pre-test).
- When the on-line survey is programmed, efforts should be taken to ensure that response fields accept the correct range of responses. That is, fields that require dollar amounts to be entered should accommodate dollar signs, commas, decimals, etc. As well, fields that require numeric entries should be programmed to accept decimals, comma delimiters, etc.
- Ensure that the programming, mounting and testing of the survey is thoroughly undertaken.

## STUDENT SURVEY

This chapter of the report focuses on the results of the student survey, including a review of the methodology deployed, lessons learned, and conclusions.

### Objectives

The primary objectives of this survey were twofold: to develop a methodology to obtain information about student housing in Canada and the housing options available to students, and to implement a pilot project to *test* the methodology in selected Canadian urban centers. It is intended that this study result in a methodology that is actionable and able to provide valid and reliable housing data representing a cross-section of students at the local level. Over time, as the methodology is applied at an increasing number of schools, the results will become significant at the provincial and national level.

### Overview of Research Design

In order to meet the research objectives, a survey was administered to a random sample of students enrolled in selected post-secondary institutions in Toronto and Halifax. The following specifications applied to this research:

- Students were recruited to participate in the survey through an intercept methodology (see below).
- Students were drawn from selected institutions in Toronto and Halifax
- A draw for prizes was used as an incentive to encourage students to take part.
- The survey itself was administered online.

In total, 332 students completed the survey, which represents an overall response rate of 24%. This is based on a total of 1,372 students recruited to participate during the intercept phase of this study. Based on a sample of this size, the findings can be considered to be accurate within +/5.38%, 19 times out of 20. The field work was undertaken from March to April 2004.

Qualitative research, including key informant interviews, in-depth interviews, and focus groups, preceded this online survey. Given that the objective of the research was the design of an actionable methodology to survey students, the qualitative research elements helped to shape the quantitative design to ensure that it was as effective as possible. The following specifications applied to this phase of the research:

- A set of eight key informant interviews were conducted to help shape the design used for this research. The focus of part of these interviews was on increasing our level of understanding of the ways in which post-secondary students access student housing.

- A set of 25 in-depth interviews were conducted, in both official languages, with a cross-section of stakeholders. The purpose of the interviews was to better understand the student housing market from a variety of perspectives.
- A set of four focus groups were conducted immediately following the main design phase of this study. Two groups were held with students and two with post-secondary institution staff (one group per audience in each language). The purpose of the groups was highly focused: to pre-test the survey content and related collateral materials, to validate key design elements, and to review the details of the survey distribution and data collection method(s).

The qualitative research was conducted over a four-month period from November 2003 through February 2004.

## **Sample Frame**

This section describes the sample frame, including a discussion of the challenges that presented themselves during this research, the solutions deployed/decisions made, and the rationale underlying these decisions.

### **Definition of Eligible Student**

At the initiation of this research project, a definition of what constituted an eligible student was developed in consultation with CMHC. For the purposes of this research, an eligible student was an individual enrolled at an eligible post-secondary institution (see fuller description in a note appended to this report, entitled Student Housing Definition) as a:

- Full-time student (including co-op students);
- Part-time student registered in at least 9 hours of course/program work per week **or** working on a thesis (excluded if working 30 or more hours per week).

Distance learning students (whether full-time or part-time) were excluded from this research. The assumption underpinning this decision was that students enrolled in distance education programs do not need to relocate to attend school per se. By design, these programs enable students to remain in their community while completing a post-secondary education. As noted earlier, the intent of the research was to obtain information about student housing and impact this transient population has on a local housing market while attending post-secondary schooling.

### **Selection of Institutions and Development of Local Sample Frames**

Toronto and Halifax were the cities selected for the pilot test of the methodology. Given that this was a pilot test, it was thought best to include only two cities in an effort to yield data that enabled sub-group analysis. The rationale supporting the selection of the cities, made in consultation with CMHC, was that more learning would be obtained by comparing the results obtained for a major urban centre (Toronto) to those for a smaller urban centre (Halifax).

Five institutions were selected in each city. Consideration was given to the location, type (i.e. college or university) and size of the institution, whether they were public or private, and whether they owned student housing stock. The schools chosen were as follows:

**TORONTO**

1. Ryerson University
2. University of Toronto - St. George Campus
3. Humber College of Applied Arts and Technology
4. George Brown College of Applied Arts and Technology
5. York University

\*Seneca College of Applied Arts and Technology<sup>9</sup>

**HALIFAX**

1. Dalhousie University - Studley Campus
2. University of King's College
3. Saint Mary's University
4. Nova Scotia Community College
5. Mount Saint Vincent University

These institutions, for the most part, represented the greatest proportion of students in each of the cities, plus one smaller institution (to broaden coverage beyond just the larger institutions).

After the institutions had been selected, each school was approached in order to secure permission to recruit students to participate in the survey (discussed later in this section). This involved CMHC contacting an official at the school and requesting permission to be on-campus for the purpose of student recruitment. It was felt that a favourable response was more likely to be the outcome if the school was contacted directly by CMHC rather than by a 3<sup>rd</sup> party on its behalf. A telephone script was developed to facilitate this request (appended). Typically the authority to contact was a Student Services or Student Government/Union official. However, with some schools, authorities themselves were not certain which department or institution representative had the responsibility or authority to grant permission. Often a lengthy exercise in ‘phone tag’ prevailed until the urgency of the phone message was escalated. In other cases, email addresses were obtained in place of phone numbers (email script appended).

Contacting schools to request permission to be on campus for the purposes of recruiting students should be undertaken as early as possible. We experienced much confusion and slow responses from a number of the schools. In one case, we discovered that all research conducted on campus had to be approved by the college’s ethics review committee. As well, it might be more effective to send a standardized written request in advance of the phone calls by CMHC officials to post-secondary institutions.

In the case of Seneca College, we were unable to make satisfactory arrangements with the Student Government representative in time for the institution’s participation in the pilot test. As a result, in order to respect time-frames we were unable to successfully coordinate recruitment at Seneca College and substituted an additional day of recruitment at the University of Toronto. In addition, Seneca College, as well as York University, do not permit vendors seeking access to the campus to travel freely around the campus. They must sign a vendor’s contract/agreement to ‘rent’ a table/booth behind which they must

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<sup>9</sup> Seneca College was also to be included in the survey; however, due to problems securing permission from the institution to recruit students to participate in the survey, it was removed from the list.

remain while present on the campus. A nominal fee was involved and prior to the approval of the contract/agreement, the vendor was required to provide proof of 3<sup>rd</sup> party liability insurance. Without proof of this insurance, access to the campus would have been denied.

### **Recruiting of Students**

Students were recruited to participate in the research through an intercept methodology. Generation of sample for a student survey (i.e. obtaining student email or telephone lists from institutions) is very difficult to accomplish given privacy rules and regulations. In fact, one of the findings of the qualitative phase of this research was that institutions would not provide direct student contact information for the administration of a survey. As a result, it was determined that an intercept methodology (combined with an on-line survey) would be best suited to this target audience. Once permission had been secured from the institution, recruitment of student respondents was undertaken by a research field house that has expertise with this data collection strategy.

### **Ensuring Validity of Respondents**

A concern with this design approach – using an intercept methodology combined with an online survey – was ensuring the validity of respondents. That is, making sure that students respond only once and that the individual responding is, in fact, a student enrolled at the particular school.

To address the first concern, a password/PIN system was used to gain access to the on-line survey. Students recruited to participate were given a unique password/PIN, along with the URL for the survey. Use of a password/PIN system prevented students from logging back on to complete the survey a second or third time. This was a potential problem given that there was a prize draw at the conclusion of the survey.

In addition to ensuring unique respondents, it was important to verify that students were currently enrolled at the institution. For students who agreed to participate in the survey, interviewers (e.g. on-campus recruiters) asked to view their student ID card. The student ID card served as reasonable proof that the student attended the institution. If there was a validity period on the card, interviewers were instructed to verify that the card had not expired.

## **Data Collection**

The data collection involved a combined methodology of intercept activity on the selected campuses and an on-line survey. What follows in this section is a comprehensive discussion of the steps involved in the data collection phase of the research, including the lessons learned and suggestions for subsequent administrations of the survey.

### **Intercept Activities**

Given that compiling lists of students is problematic, intercept activity on the selected campuses was undertaken to recruit respondents. Recruitment in the two cities occurred simultaneously between March 8<sup>th</sup> and 29<sup>th</sup> as follows:

**TORONTO**

Ryerson University	March 8
University of Toronto - St. George Campus	March 9, 29
Humber College of Applied Arts and Technology	March 10
George Brown College of Applied Arts and Technology	March 11
York University	March 25

**HALIFAX**

Dalhousie University - Studley Campus	March 8, 9
University of King's College	March 9
Saint Mary's University	March 10
Nova Scotia Community College	March 11
Mount Saint Vincent University	March 12

The following specifications applied to the recruitment:

- Two interviewers canvassed each school campus for either a half or a full day.
- Interviewers approached students and handed-out flyers (appended) that contained information about the survey, including background information, assurances of confidentiality, and instructions for accessing the survey (i.e. the URL).
- Students were asked to read the flyer and were told about the survey, the prize draw, etc., by the interviewer.
- Those who agreed to take part in the survey were asked for their email address (for reminders and prize draw notification), which was recorded by the interviewer.

As an additional precaution to ensure the validity of respondents, limiting the eligible email addresses to a school account was discussed (e.g. @yorku.ca). However, there was concern that students might not be able to access school email accounts remotely (i.e. they would have to be on-campus). Therefore, they might be less inclined to check this account frequently, which would have limited our access to them during the reminder phase of the field work. As such, any email account offered by the student was accepted.

- Interviewers also asked to see student ID cards. This was used as a screening technique to verify the eligibility of the student. Where it was discovered during the recruitment exchange that students did not meet the eligibility criteria, they were politely thanked for their interest in the research, but told that they did not meet the respondent requirements.
- Students were then given a password to access the on-line survey. Interviewers were asked to write the password on the flyer and to instruct students to keep the password safe in order to access the survey.

The passwords/PINs were handwritten by the interviewer on the flyer given to the students that contained information about the survey. Consequently, there were some cases in which students found themselves with invalid passwords/PINs as a result of a transcription error or illegible handwriting. Students who had an invalid password/PIN were able to send an email message to request a new access code. Since students were required to type

in the passwords/PINs, to avoid confusion, the password/PIN range selected should exclude commonly misrepresented/confused alpha and numeric characters. This will serve to reduce the response burden and instances of error (i.e. where the wrong letter/number is used).

- Interviewers were instructed to maximize coverage at the institutions by moving though the campus (e.g. different faculties, buildings, student union centre, residences, etc.) to ensure strong recruitment numbers. Recruitment was estimated at 12 students/per hour. At all but one school, these targets were far exceeded. As noted earlier, in the case of York University, interviewers were required to remain in one location behind a table. Recruitment was marginally lower than anticipated, which might have been a consequent of this. It is clear that it is preferable for interviewers to be able to move about campuses, and not be tied to one location behind a table.

### **On-line Survey Design**

The survey was password protected and located on a secure CMHC server for approximately one month, from March 8<sup>th</sup> (first day of recruitment) to April 13<sup>th</sup>. Multiple questions were incorporated on each page in order to reduce the number of times students were required to hit ‘submit’ to move to the next page.

The survey did not contain a feature to permit students to save their responses and to return later to complete the survey. Adding this functionality might serve to increase the response rate during subsequent administrations of the survey. As well, the URL was lengthy which may have resulted in it being incorrectly typed and students not being able to access the survey on a first try. Since students did not receive an electronic invitation to participate in the survey, they were required to type the URL into their browser. To reduce the burden on the respondent, it would be advisable to keep the URL as short as possible.

### **Reminders**

Email reminders were sent to recruited students approximately one week apart (appended). Students’ email addresses had been collected in exchange for a password/PIN at the time of recruitment.

Email addresses were handwritten by interviewers and then transcribed in order to send the reminders electronically. In some cases, the email addresses were not legible (e.g. due to poor handwriting). The use of a form that includes separate boxes or spaces for each character of the email address (i.e. similar to an application form) might serve to increase legibility.

Between one to three reminders were issued to students (depending on the date the recruitment occurred on their campus). Recruitment at York University and the second wave of recruitment at the University of Toronto occurred later in March, so these students only received one reminder. Reminders re-stated the purpose of the research, encouraged students to participate, offered assurances of confidentiality, and reminded them of the prize draw. As well, the reminders provided the URL and an invitation to contact us if they

had misplaced their password. In cases where students replied to the email reminder that they had misplaced their password, a new password was supplied to them.

### **Prize Draw**

To encourage the participation of students, a prize draw was used as an incentive. Given that students are a difficult target audience to reach, it was felt that a prize draw might provide the necessary incentive for students to log-on and complete the survey. Prizes included an iPod, two Rio Sports MP3 players, two Sony Sports Diskman, and 15 \$25 HMV gift certificates. Winners were randomly selected immediately after the survey has been completed (and the prizes sent out immediately following this).

### **Results of Data Collection**

In total, 1,372 students were recruited to participate – 740 in Halifax and 632 in Toronto. The institutional breakdown of recruited students was as follows:

	<b>NO. OF COMPLETES</b>	<b>STUDENT POPULATION<sup>10</sup></b>
<b>TORONTO</b>		
Ryerson University	138	23,439
University of Toronto - St. George Campus	214	58,996
Humber College of Applied Arts and Technology	86	46,000
George Brown College of Applied Arts and Technology	91	62,000
York University	103	39,578
<b>HALIFAX</b>		
Dalhousie University - Studley Campus	270	14,709
University of King's College	91	963
Saint Mary's University	180	4,055
Nova Scotia Community College	48	3,800
Mount Saint Vincent University	151	4,055

Of the 1,372 students recruited, 332 students completed the survey. This represents an overall response rate of 24%, and sub-group response rates of 27% for Halifax and 21% for Toronto. Since the survey did not contain a save and return function (i.e. the ability to log-off and re-enter the survey to complete at a later time), it is not known how many additional students logged-on, but did not complete the survey. Only completed responses were saved to the data output file. Based on a sample of this size, the findings can be considered to be accurate within +/5.38%, 19 times out of 20.

**The results of the student survey have been provided to CMHC under separate cover.**

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<sup>10</sup> Figures include both part- and full-time enrollment.

## Quality of Data

As noted earlier, the supporting qualitative research helped to ensure appropriate and effective survey content and quantitative data collection design. Based on an assessment of the quality of the survey data that was collected through the pilot test, we can confirm that, in our view, the survey instrument is strong. Overall, the data is clear, useful and relatively comprehensive in terms of its scope and coverage.

Despite this positive overall assessment, a few areas warrant further consideration:

- *Target audience:*
  - The data primarily reflects the views of ‘regular’, ‘mainstream’ students – that is, Canadian students that are attending university/college full-time. Under-represented are part-time students (2% of the final sample) and perhaps graduate students (9%), international students (5%), students in 3<sup>rd</sup> and 4<sup>th</sup> year of program (0%), and married students (8%). In short, the intercept methodology is most likely to engage/recruit students that are on the campus more often than others.
  - The gender split was decidedly uneven, with 64% of respondents being female, and 36% male. This may result from a number of factors, including a higher proportion of females being enrolled in Canadian post-secondary institutions (particularly universities), a perhaps increased likelihood of being on campus than males (e.g. more diligent in attending all courses, working in the library, etc.), and perhaps an increased likelihood of securing their agreement to participate in the research (either at the recruitment stage or the actual on-line survey completion stage, or both). It is not possible at this time to determine the exact causes that contributed to this gender breakdown, but is it an issue worth flagging for future iterations of the survey.
  - It is noteworthy that 43% of student respondents live at home with their parents or guardians.
  - Also under-represented may be students of private colleges and institutions (2% of final sample) vs. those from public universities/colleges. This was known in the selection of the intercept locations, where the emphasis was on the inclusion of public institutions. This was deemed to be appropriate for the data collection design because these institutions: 1) are more likely to own their own housing; and 2) to have larger numbers of students (and thus to have a greater impact on the housing market in a location).
- *Specific questions:* An analysis of the data suggests that the questions themselves performed well (e.g. low don’t know/refusals, unambiguous, useful information). That said, we offer a number of suggestions for CMHC’s consideration.
  - To streamline data analysis and maximize the comparability of results for subsequent administrations of the survey, a number of the questions with ‘other’ categories might be strengthened with additional hard-coded responses based on the data (this is also relevant to Q26, the open-ended question). Using the current data, it would be possible to create a list of

additional response categories. This would facilitate the tracking and comparability of responses over time and across locations. Conversely, if it is preferred to limit the number of response categories offered to respondents (i.e. to ensure that there are not too many), it would be useful to standardize the coding of pre-coded and open-ended questions, once again to maximize the comparability of the data over time and across different locations. This issue might best be addressed on a question-by-question basis.

- Similarly, lists for pre-coded questions could be reviewed, with response options that were not chosen, or chosen very rarely, removed from the list (i.e. clean up the lists, retaining only relevant options).
- The overall length of the questionnaire is somewhat long, and it may be useful to reduce it by cutting questions that may be less valuable to keep for every iteration of the survey. For instance, this might include:
  - Q11/12 – cut ‘student federation’ (2% used this).
  - Q16a & 17a. (Q18 might be sufficient; if so, Q18 should be reviewed and potentially modified)
  - Q16b & 17b.
  - Q19 & 20 – good questions, but less essential information to capture each time.
  - Q28 & 29 – good questions, but less essential information to capture each time.
- Right now, the questionnaire does not accommodate students that own their own housing. One student contacted us and indicated that he was not able to proceed through the survey since his situation was not provided for. The survey could be modified to address this deficiency (Q3 might be changed for this purpose, and perhaps others).
- In terms of potential ambiguities, CMHC might want to:
  - Focus 16a on ‘on-campus’ housing only.
  - Q18 – add ‘does not apply’ option (e.g. meal plan) (review other questions to see where this may be relevant)

## **Timing**

The fieldwork was undertaken from March 8<sup>th</sup> through April 13<sup>th</sup>, with intercept activities and survey deployment occurring simultaneously. The research methodology was designed to accommodate the winter/reading break in February-March and final examinations in April. Recruitment took place over a 3-week period, while the survey was accessible online for a 5-week period.

In terms of future administration, it is advisable to implement the survey mid-way through either the fall or winter semesters. The rationale underpinning this is that students will have a fresh recollection of efforts undertaken to secure housing and, most especially, they will be less busy with final semester examinations and coursework.

## Budget

This section briefly outlines the cost of this pilot test using the selected methodology, and presents a brief costing of data collection alternatives. The selected methodology represents an economical way to administer the survey to this target audience (without compromising efficiency and accuracy).

The budget for the student portion of the pilot test totalled \$6,810. The following provides the cost breakdown:

- Field house recruitment costs (\$5000)
- Prizes for draw (approx. \$1500)
- Data entry of student email addresses (\$160)
- Miscellaneous direct costs (e.g. mailing of prizes, payment to school, etc.) (\$150)
- Phoenix professional fees (design, email reminders, etc.) (not included here as this was part of the larger process, and in any event, presumably would not be needed for future survey administrations)

Alternative methods of survey deployment include telephone, placed mail, and online (hosted externally through a field house). A brief costing of these alternatives follows<sup>11</sup>. It should be noted that these are approximate, ballpark costs only.

- Telephone: The cost for conducting the survey via telephone would be approximately \$45,000 (excluding GST). This includes survey programming, interviewing, long distance charges, and data coding/tabulation. Any translation required is excluded from this cost.
- Placed-Mail: The cost for conducting the survey via a mail-back option would be approximately \$51,000 (excluding GST). This includes survey programming, interviewing (screening calls), long distance charges, postal charges, and data coding/tabulation. Any translation required is excluded from this cost.
- On-line: The cost for conducting the survey via online deployment would be approximately \$7,500 (excluding GST). This includes online programming/hosting,

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<sup>11</sup> Costing is based on project specifications similar to those of the pilot test. That is, costing of alternative methods of survey deployment is based on the following:

- Low incidence population.
- Sample would be randomly selected in target cities – students attending a post-secondary institution on a full-time basis, living either on-campus or off-campus. Screening questions used to determine eligibility.
- Number of completes = 330
- Estimated interview length (telephone) = 15 minutes
- Estimated screening length (mail-back) = 5 minutes. Obtain permission to send survey and mailing address.
- For telephone option – assume up to 6 call backs.
- For mail-back option – assume data entry is required.
- For mail-back option – assume two reminder postcards to be sent out.
- For online option – assume email invitations and two reminders to be sent.

email invitations/reminders, and data coding/tabulation. Any translation required is excluded from this cost.

## Limitations

This section describes some of the limitations of the data collection methodology. While the methodology designed and pilot tested clearly works, a few issues warrant discussion.

### Response Rate

Of the 1,372 students recruited to complete the on-line survey, 332 completed the survey. This represents a response rate of 24%. This lies within industry norms. While every effort was made to ensure a strong response rate (i.e. prize draw and rigorous email reminders), response rates remain particularly challenging with self-administered surveys. As well, we have no data on response rates/participation rates for the on-campus intercept recruitment (i.e. how many students that were approached, and were qualified to take part, declined to do so).

### Lessons Learned

Issues that needed to be resolved during the course of the pilot test or that should be addressed for subsequent survey deployments have been identified in preceding sections. These ‘lessons learned’ are listed below in an order that approximates the design process:

- *Seeking School Permission:* We experienced some confusion and slow responses from quite a number of the schools. Contacting schools to request permission to be on campus for the purposes of recruiting students should be undertaken as early as possible in the process. As well, this should be supported by an effective written request. Typically, the following were able to provide permission to recruit students on campus: Admissions, Student Services, Student Associations/Unions, or Student Governments.
- *Recruitment:* Email addresses were handwritten by interviewers during the recruitment exchange and then transcribed in order to send the reminders electronically. In some cases, the email addresses were not legible (e.g. due to poor handwriting). This made it difficult to reach all students recruited to participate during the reminder phase of the data collection. Using a form that includes separate boxes or spaces for each character of the email address (i.e. similar to an application form), might serve to increase their legibility.
- *Passwords/PINs:* A few students contacted us to let us know that they had an invalid password. After troubleshooting the problem, it became apparent that students were mis-typing the password. Given that student respondents were required to type in an access code, the password/PIN range selected should exclude commonly misrepresented alpha and numeric characters. Moreover, the student themselves (not the recruiter) should write down the PIN (so it is in her/his handwriting), and this should be read back to the recruiter for confirmation.

## **Conclusions & Recommendations**

The methodology designed for the student survey, including the questionnaire, is actionable and will provide valid and reliable housing data for CMHC. Based on our review of the methodology, the following suggestions or recommendations are offered to CMHC:

- Contact institutions selected to participate in the survey as early as possible in order to ensure timely data collection (i.e. intercepts). This will also permit flexibility vis-à-vis sample design if a particular school declines CMHC access to its students.
- Since this survey will be implemented by local CMHC offices, this provides an opportunity for CMHC staff to develop working relationships with the schools in their area. This could lead to a ‘partnership’ that might see school officials working together with CMHC to facilitate data collection. There is the potential to have the schools send email invitations to their students on behalf of CMHC, or to provide other forms of notification (e.g. notices on bulletin boards, in student newspapers, etc.). Increasing awareness of the initiative could help increase the number of surveys completed (it will be necessary to put in place an email or 1-800 number process to respond to students who see these notices to provide PINs and verify their student status).
- CMHC technical personnel who might be involved in the programming of the online survey should be included during the design phase of the survey. This will serve to help ensure that all aspects of the survey functionality reflect the intent of the design.
- Use a short URL to access the survey. The URL used for the pilot test: [http://www02.cmhc-schl.gc.ca/survey/mr\\_student/](http://www02.cmhc-schl.gc.ca/survey/mr_student/) was too long and consequently not easy to remember nor to type into a web browser.
- The password/PIN range selected should exclude commonly misrepresented alpha and numeric characters. This will serve to reduce the response burden. As well, it should be referred by one term to avoid confusion (e.g. access key, access code, password, PIN, etc.).
- Review the issues and suggestions raised relative to the assessment of the data quality with a view to making modifications to the survey design, and perhaps the design of the intercepts (to better reach harder-to-reach student populations).

## **Appendix**

## **Institutional Database (separate cover)**

## **Invitation Letters**



Canada

**Canada Mortgage and Housing Corporation**  
700 Montreal Road  
Ottawa, Ontario  
K1A 0P7

**Société canadienne d'hypothèques et de logement**  
700, chemin de Montréal  
Ottawa (Ontario)  
K1A 0P7

November 30, 2004

Re: Canada-Wide CMHC Research on Post-Secondary Student Housing

Dear Chief Housing Officer:

Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency, is conducting a study to better understand the state of post-secondary student housing in Canada, and the housing options available to students. This information will be used to help educate public and private stakeholders involved in community development in the area of student housing and to ensure that students have choice in accessing quality and affordable housing.

Please take the 5-10 minutes required to complete our online survey to provide information on housing stock owned or managed by your institution, as well as on other student housing topics. We ask that you complete this survey even if your institution does not own its own housing stock.

If someone else is better able to provide this information on behalf of your institution, please forward this email to him/her. We want to assure you that survey responses will be protected and kept confidential. As well, please note that we are not collecting any personal information about student residents or institutional staff.

Please access the survey through this URL: [http://www02.cmhc-schl.gc.ca/survey/mr\\_institution](http://www02.cmhc-schl.gc.ca/survey/mr_institution). When there, please type in your password [MERGE]. We ask that you complete the survey by April 23<sup>rd</sup>, 2004. If you would like more information about this study, please contact XXXXX at CMHC by email (XXXXXX@cmhc-schl.gc.ca) or phone (XXX-XXX-XXXX).

Please note that institutions participating in this study will receive a summary report of the research, which will include an overview of student housing in Canada and important insights into Canada's student housing stock, costs and other student housing-related topics.

Thank you in advance for your cooperation.

Sincerely,



Canada

**Canada Mortgage and Housing Corporation**

700 Montreal Road  
Ottawa, Ontario  
K1A 0P7

**Société canadienne d'hypothèques et de logement**

700, chemin de Montréal  
Ottawa (Ontario)  
K1A 0P7

November 30, 2004

Re: Canada-Wide CMHC Research on Post-Secondary Student Housing

Dear Chief Housing Officer:

Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency, is conducting a study to better understand the state of post-secondary student housing in Canada, and the housing options available to students. This information will be used to help educate public and private stakeholders involved in community development in the area of student housing and to ensure that students have choice in accessing quality and affordable housing.

Please take the 5-10 minutes required to complete our online survey to provide information on housing stock owned or managed by your institution, as well as on other student housing topics. We ask that you complete this survey even if your institution does not own its own housing stock. As well, we ask that you provide the information requested in aggregate form, including all of the campuses and/or federated/affiliated colleges that are part of your institution in this city. If this is not possible, please clearly indicate for which campus and/or federated/affiliated college you are providing housing stock information or contact XXXXXXXXXX of CMHC to discuss (contact information below).

If someone else is better able to provide this information on behalf of your institution, please forward this email to him/her. We want to assure you that survey responses will be protected and kept confidential. As well, please note that we are not collecting any personal information about student residents or institutional staff.

Please access the survey through this URL: [http://www02.cmhc-schl.gc.ca/survey/mr\\_institution](http://www02.cmhc-schl.gc.ca/survey/mr_institution). When there, please type in your password [**MERGE**]. We ask that you complete the survey by April 23<sup>rd</sup>, 2004. If you would like more information about this study, please contact XXXXXXXXXX at CMHC by email (XXXXXXX@cmhc-schl.gc.ca) or phone (XXX-XXX-XXXX).

Please note that institutions participating in this study will receive a summary report of the research, which will include an overview of student housing in Canada and important insights into Canada's student housing stock, costs and other student housing-related topics.

Thank you in advance for your cooperation.

Sincerely,



Canada

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700 Montreal Road  
Ottawa, Ontario  
K1A 0P7

**Société canadienne d'hypothèques et de logement**  
700, chemin de Montréal  
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November 30, 2004

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Le 23 mars 2004

Objet : Recherche de la SCHL sur le logement des étudiants au niveau postsecondaire

Directeur/Directrice du logement :

La Société canadienne d'hypothèques et de logement (SCHL), organisme fédéral responsable de l'habitation, entreprend une étude afin de mieux comprendre l'état du logement étudiant postsecondaire au Canada et les options résidentielles disponibles aux étudiants et étudiantes. Cette information sera utilisée pour éduquer les parties concernées public et privés impliqués dans le développement communautaire concernant le logement étudiant et pour assurer aux étudiants et étudiantes un choix dans l'accès à un logement de qualité et à prix abordable.

Nous vous prions de prendre les 5-10 minutes nécessaires pour compléter notre sondage en ligne afin de fournir des renseignements sur les logements que votre établissement possède ou gère, ainsi que sur d'autres questions de logement concernant les étudiants. Nous vous demandons de compléter ce sondage même si votre institution n'est pas propriétaire de logements.

Si vous pensez qu'une autre personne pourrait mieux s'acquitter de cette tâche au nom de votre établissement, vous serez bien aimable de lui faire suivre le courriel en question. Nous vous assurons que les renseignements recueillis seront protégés et gardés confidentiels. Il est à noter, également, que nous ne recueillons pas de renseignements personnels, de quelque nature que ce soit, sur les étudiants ni sur le personnel des établissements.

Veuillez accéder au questionnaire à l'adresse URL suivante : [http://www02.cmhc-schl.gc.ca/survey/mr\\_institution](http://www02.cmhc-schl.gc.ca/survey/mr_institution). Une fois que vous y parvenez, vous devez inscrire votre mot de passe : **[mot de passe]**. Nous vous demandons de bien vouloir remplir le questionnaire avant le 23 avril. Pour de plus amples renseignements sur l'étude, veuillez communiquer avec XXXXXXXX, à la SCHL, par courriel ([XXXXXXX@cmhc-schl.gc.ca](mailto:XXXXXXX@cmhc-schl.gc.ca)) ou par téléphone (XXX-XXX-XXXX).

Veuillez noter que les établissements qui participent à l'étude en recevront un résumé qui inclura une vue d'ensemble du logement étudiant au Canada ainsi que des données importantes concernant le nombre de logements, coûts et autres questions relatives à l'hébergement des étudiants.

Je vous remercie d'avance pour votre coopération.



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Si vous pensez qu'une autre personne pourrait mieux s'acquitter de cette tâche au nom de votre établissement, vous serez bien aimable de lui faire suivre le courriel en question. Nous vous assurons que les renseignements recueillis seront protégés et gardés confidentiels. Il est à noter, également, que nous ne recueillons pas de renseignements personnels, de quelque nature que ce soit, sur les étudiants ni sur le personnel des établissements.

Veuillez accéder au questionnaire à l'adresse URL suivante : [http://www02.cmhc-schl.gc.ca/survey/mr\\_institution](http://www02.cmhc-schl.gc.ca/survey/mr_institution). Une fois que vous y parvenez, vous devez inscrire votre mot de passe : **[mot de passe]**. Nous vous demandons de bien vouloir remplir le questionnaire avant le 23 avril. Pour de plus amples renseignements sur l'étude, veuillez communiquer avec XXXXXXXXXXXXXXXXX, à la SCHL, par courriel ([XXXXXXXX@cmhc-schl.gc.ca](mailto:XXXXXXXX@cmhc-schl.gc.ca)) ou par téléphone (XXX-XXX-XXXX).

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## **Institutional Reminders**



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November 30, 2004

Re: Reminder - Canada-Wide CMHC Research on Post-Secondary Student Housing

Dear Chief Housing Officer:

Approximately a week ago, we sent you a letter asking you to take part in a study of post-secondary student housing being conducted by Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency. Your participation in this valued research is necessary and your responses essential. This information will be instrumental in educating public and private stakeholders involved in community development in the area of student housing and to ensure that students have choice in accessing quality and affordable housing.

Please take the 5-10 minutes required to complete our online survey to provide information on housing stock owned or managed by your institution, as well as on other student housing topics. We ask that you complete this survey even if your institution does not own its own housing stock. If you have already completed it, please accept our thanks.

If someone else is better able to provide this information on behalf of your institution, please forward this email/letter to him/her. We want to assure you that survey responses will be protected and kept confidential. As well, please note that we are not collecting any personal information about student residents or institutional staff.

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Please note that institutions participating in this study will receive a summary report of the research, which will include an overview of student housing in Canada and important insights into Canada's student housing stock, costs and other student housing-related topics.

Thank you in advance for your cooperation.

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November 30, 2004

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Dear Chief Housing Officer:

Approximately two weeks ago, we sent you a letter asking you to take part in a study of post-secondary student housing being conducted by Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency. Your participation in this valued research is necessary and your responses essential. Please take the 5-10 minutes required to complete our online survey to provide information on housing stock owned or managed by your institution, as well as on other student housing topics. We ask that you complete this survey even if your institution does not own its own housing stock. If you have already completed it, please accept our thanks.

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À l'agent en chef du logement

Monsieur,

Voilà environ une semaine, nous vous avons envoyé une lettre par laquelle nous vous demandions de prendre part à une étude sur le logement des étudiants postsecondaires, menée par la Société canadienne d'hypothèques et de logement (SCHL), l'organisme national responsable de l'habitation. Votre participation à cet important projet de recherche et vos réponses nous sont indispensables. Cette information sera précieuse pour éduquer le public et les intervenants du secteur privé s'occupant de développement communautaire dans le domaine du logement des étudiants, et pour veiller à ce que les étudiants aient des choix en matière de logement abordable et de qualité.

Nous vous serions reconnaissants de prendre les 5 ou 10 minutes nécessaires pour remplir notre questionnaire en ligne au sujet du parc de logements possédés et gérés par votre établissement, ainsi que sur d'autres sujets relatifs au logement des étudiants. Nous vous demandons de remplir ce questionnaire même si votre établissement ne possède pas son propre parc de logements. Si vous l'avez déjà rempli, nous vous en remercions.

Si une autre personne est davantage en mesure de fournir cette information au nom de votre établissement, veuillez avoir l'obligeance de lui transmettre ce courriel/cette lettre. Permettez-nous de vous assurer que les réponses à ce questionnaire seront protégées et confidentielles. En outre, veuillez noter que nous ne recueillons aucune information personnelle sur les étudiants résidents et le personnel de l'établissement.

Veuillez accéder au questionnaire au moyen de cette adresse URL : [http://www02.cmhc-schl.gc.ca/survey/mr\\_institution](http://www02.cmhc-schl.gc.ca/survey/mr_institution). Ensuite, veuillez taper votre mot de passe : **Z1914KLD29MI9** (z1914kld29Mi9 en lettres majuscules). Nous vous demandons de bien vouloir remplir le questionnaire d'ici le 23 avril 2004. Si vous désirez obtenir davantage d'information sur cette étude, veuillez communiquer avec **XXXXXX** de la SCHL par courriel (**XXXXXX@cmhc-schl.gc.ca**) ou téléphoner au (XXX-XXX-XXXX).

Il convient de remarquer que les établissements qui participent à cette étude recevront un rapport sommaire des résultats de la recherche, qui comprendra un aperçu du logement des étudiants, ainsi que d'importantes observations sur le parc canadien de logements des étudiants, les coûts et autres sujets connexes.

Je vous remercie à l'avance de votre collaboration.

Sincèrement,



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Il convient de remarquer que les établissements qui participent à cette étude recevront un rapport sommaire des résultats de la recherche, qui comprendra un aperçu du logement des étudiants, ainsi que d'importantes observations sur le parc canadien de logements des étudiants, les coûts et autres sujets connexes.

Je vous remercie à l'avance de votre collaboration.

Sincèrement,

## **Institutional Survey**

**Canada Mortgage and Housing Corporation  
Student Housing Study**

**Post-Secondary Institutions Survey**

**Splash Page:**

**Welcome to Canada Mortgage  
and Housing Corporation's  
online survey on post-secondary  
student housing in Canada**

To access the survey in English,  
please click below.

**ENGLISH**

**Bienvenue au sondage en ligne de la  
Société d'hypothèques et de logement  
du Canada concernant le logement  
étudiant postsecondaire au Canada**

Pour accéder à la version française du  
sondage, veuillez cliquez ci-dessous.

**FRANCAIS**

**Introduction Page:**

Thank you for your participation in this online survey on student housing in Canada. This research is being conducted by Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency. The research represents the most comprehensive study of student housing ever undertaken in Canada.

CMHC has commissioned Phoenix Strategic Perspectives Inc., a national survey research company, to conduct this study on its behalf. If you have any questions about the survey, please contact Philippe Azzie of Phoenix by phone (613-567-3952) or by email ([pazzie@phoenixspi.ca](mailto:pazzie@phoenixspi.ca)).

Please read the questions and instructions carefully when completing this survey.

Press "submit" to continue with the survey.

## SECTION 1: OWNERSHIP AND LOCATION OF HOUSING STOCK

1. Does your post-secondary institution own student housing? This includes all types of student housing – residences, apartment buildings, townhouses, etc., both on-campus and off-campus.  
 Yes  
 No [IF NO, SKIP TO QUESTION 3]
2. Please identify where the housing stock owned by your institution is located.  
 On-campus [SEND TO SECTION 2]  
 Off-campus [SEND TO SECTION 3]  
 Both [SEND TO BOTH SECTIONS 2 AND 3]
3. Does your post-secondary institution lease any buildings or housing units from other landlords (e.g. longer-term or volume lease arrangements) and then lease the units to your students as student housing? This includes any on-campus housing units that are not the property of your institution.  
 Yes [SEND TO SECTION 4]  
 No

## SECTION 2: ON-CAMPUS ACCOMMODATIONS

4. Please identify the total number of students that can be accommodated (housed) by your on-campus housing:  
\_\_\_\_\_
5. Please identify and describe the type(s) of on-campus housing stock owned by your institution.

Please note the following:

- When identifying the cost per month, please provide a per person price. If your institution charges more than one price for certain types of units, please provide the price range (e.g. \$400-\$500 per month).
- For meal plans, please indicate if these are mandatory, optional, or not available to students in these types of units.
- Please indicate whether each type of unit is furnished or not.
- The items included in your costs will be identified in response to question 6.

<input type="checkbox"/>	Dormitory-Style Residences				
	*Number of dormitory buildings:				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)
	Single units				
	Twin/double units				
<input type="checkbox"/>	Apartments, Townhouse Complexes, Houses (includes all non-family multi-dwelling				

	residences that are NOT dormitories, e.g. cluster-pods, quads., etc.)				
	<b>*Number of apartments, townhouse complexes, houses:</b>				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)
Bachelor					
1Bdrm					
2Bdrm					
3+Bdrm					
<input type="checkbox"/> <b>Family Units</b>					
	<b>*Number of buildings with family units:</b>				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)

\*Some respondents either could not report/did not know the number of buildings available or mistakenly understood this question to be asking about the number of units. Underlining ‘number of buildings’ might serve to help clarify the question.

6. Please identify which of the following items are included in the monthly rent amounts that you identified above in relation to your on-campus housing units.

Items	All Units	Some Units Only	No Units
Heating			
Electricity			
Local telephone service			
Cable service			
<b>*Satellite service</b>			
Internet access (standard)			
Internet access (high speed)			
Meal plan			
Parking			
Laundry facilities (free or coin-operated)			
Other (please specify) _____			

\*Since few institutions reported including this item in their monthly rates, this response category could be cut.

7. Please identify what type of contractual arrangement is made with the student?  
 PLEASE IDENTIFY PROPORTION OF STUDENTS USING EACH TYPE OF ARRANGEMENT.  
 TOTAL SHOULD ADD UP TO 100%.
- Lease  
 Residence agreement/contract  
 None [SKIP TO Q10]

8. What is the typical length of the lease/residence agreement? PLEASE IDENTIFY PROPORTION OF STUDENTS HAVING EACH TYPE OF AGREEMENT. TOTAL SHOULD ADD UP TO 100%.

- Normal academic year
- Full 12-month year [ASK Q9]
- By semester
- Monthly
- Other? Please specify \_\_\_\_\_.

9. Can students sublet their accommodations?

Residence units:       Yes  
                              No

Non-residence units:     Yes  
                              No

10. Are on-campus housing units (i.e. beds) used for purposes other than housing students, and if so, please identify the type of uses? This could be arranged by your institution or by an external organization contracted to do this. (Check all that apply)

- No, not used for other purposes
- Yes, used for tourists (temporary accommodation)
- Yes, used for conference accommodation
- Yes, used for visiting scholars/academics
- Yes, used for some other purpose. Please specify \_\_\_\_\_.

11. What is the average vacancy rate for on-campus housing units owned by your institution at this time?

- 0% vacant (i.e. filled to capacity)
- 1-2% vacant
- 3-5% vacant
- 6-10% vacant
- 11-20% vacant
- Over 20% vacant

12. What was the average vacancy rate at the start of the school year for on-campus housing units owned by your institution?

- 0% vacant (i.e. filled to capacity)
- 1-2% vacant
- 3-5% vacant
- 6-10% vacant
- 11-20% vacant
- Over 20% vacant

13. Compared to the past 2-3 years, has the vacancy rate for on-campus housing units owned by your institution increased, decreased or stayed about the same?

- Increased
- Stayed about the same
- Decreased

\*Question could be cut to shorten overall survey length.

### **SECTION 3: OFF-CAMPUS (INSTITUTION-OWNED) ACCOMMODATIONS**

14. Please identify the total number of students that can be accommodated (housed) by your off-campus (institution-owned) housing:

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15. Please identify and describe the type(s) of off-campus housing stock owned by your institution.

Please note the following:

- When identifying the cost per month, please provide a per person price. If your institution charges more than one price for certain types of units, please provide the price range (e.g. \$400-\$500 per month).
- For meal plans, please indicate if these are mandatory, optional, or not available to students in these types of units.
- Please indicate whether each type of unit is furnished or not.
- The items included in your costs will be identified in response to question 16.

<input type="checkbox"/>	<b>Dormitory-Style Residences</b>				
	*Number of dormitory buildings:				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)
	Single units				
	Twin/double units				
<input type="checkbox"/>	<b>Apartments, Townhouse Complexes, Houses</b> (includes all non-family multi-dwelling residences that are NOT dormitories, e.g. cluster-pods, quads., etc.)				
	*Number of apartments, townhouse complexes, houses:				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)
	Bachelor				
	1Bdrm				
	2Bdrm				
	3+Bdrm				
<input type="checkbox"/>	<b>Family Units</b>				
	*Number of buildings with family units:				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)

\*Some respondents either could not report/did not know the number of buildings available or mistakenly understood this question to be asking about the number of units. Underlining ‘number of buildings’ might serve to help clarify the question.

16. Please identify which of the following items are included in the monthly rent amounts that you identified above in relation to your off-campus housing units.

Items	All Units	Some Units Only	No Units
Heating			
Electricity			
Local telephone service			
Cable service			
*Satellite service			
Internet access (standard)			
Internet access (high speed)			
Meal plan			
Parking			
Laundry facilities (free or coin-operated)			
Other (please specify)			

\*Since few institutions reported including this item in their monthly rates, this response category could be cut.

17. Please identify what type of contractual arrangement is made with the student?

PLEASE IDENTIFY PROPORTION OF STUDENTS USING EACH TYPE OF ARRANGEMENT.  
TOTAL SHOULD ADD UP TO 100%.

- Lease
- Residence agreement/contract
- None [SKIP TO Q20]

18. What is the typical length of the lease/residence agreement? PLEASE IDENTIFY PROPORTION OF STUDENTS HAVING EACH TYPE OF AGREEMENT. TOTAL SHOULD ADD UP TO 100%.

- Normal academic year
- Full 12-month year [ASK Q19]
- By semester
- Monthly
- Other? Please specify \_\_\_\_\_.

19. Can students sublet their accommodations?

- Yes
- No

20. Are off-campus housing units (i.e. beds) used for purposes other than housing students, and if so, please identify the type of uses? This could be arranged by your institution or by an external organization contracted to do this. (Check all that apply)

- No, not used for other purposes
- Yes, used for tourists (temporary accommodation)
- Yes, used for conference accommodation
- Yes, used for visiting scholars/academics
- Yes, used for some other purpose. Please specify \_\_\_\_\_.

21. What is the average vacancy rate for off-campus housing units owned by your institution at this time?

- 0% vacant (i.e. filled to capacity)
- 1-2% vacant
- 3-5% vacant
- 6-10% vacant
- 11-20% vacant
- Over 20% vacant

22. What was the average vacancy rate at the start of the school year for off-campus housing units owned by your institution?

- 0% vacant (i.e. filled to capacity)
- 1-2% vacant
- 3-5% vacant
- 6-10% vacant
- 11-20% vacant
- Over 20% vacant

23. Compared to the past 2-3 years, has the vacancy rate for off-campus housing units owned by your institution increased, decreased or stayed about the same?

- Increased
- Stayed about the same
- Decreased

\*Question could be cut to shorten overall survey length.

#### **SECTION 4: ACCOMMODATIONS LEASED BY INSTITUTION**

24. Please identify the total number of students that can be accommodated (housed) by housing that is leased by your institution:

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25. Please identify and describe the type(s) of housing stock leased by your institution.

Please note the following:

- When identifying the cost per month, please provide a per person price. If your institution charges more than one price for certain types of units, please provide the price range (e.g. \$400-\$500 per month).
- For meal plans, please indicate if these are mandatory, optional, or not available to students in these types of units.
- Please indicate whether each type of unit is furnished or not.
- The items included in your costs will be identified in response to question 26.

<input type="checkbox"/>	<b>Dormitory-Style Residences</b>				
	*Number of dormitory buildings:				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)
	Single units				
Twin/double units					
<input type="checkbox"/>	<b>Apartments, Townhouse Complexes, Houses</b> (includes all non-family multi-dwelling residences that are NOT dormitories, e.g. cluster-pods, quads., etc.)				
	*Number of apartments, townhouse complexes, houses:				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)
	Bachelor				
	1Bdrm				
	2Bdrm				
	3+Bdrm				
<input type="checkbox"/>	<b>Family Units</b>				
	*Number of buildings with family units:				
		No. of Units	Cost/month	Furnished? (Yes or No)	Meal plan? (Yes, No, Optional)

\*Some respondents either could not report/did not know the number of buildings available or mistakenly understood this question to be asking about the number of units. Underlining 'number of buildings' might serve to help clarify the question.

26. Please identify which of the following items are included in the monthly rent amounts that you identified above in relation to your leased housing units.

Items	All Units	Some Units Only	No Units
Heating			
Electricity			
Local telephone service			
Cable service			
*Satellite service			
Internet access (standard)			
Internet access (high speed)			
Meal plan			
Parking			
Laundry facilities (free or coin-operated)			
Other (please specify)			

\*Since few institutions reported including this item in their monthly rates, this response category could be cut.

27. Please identify what type of contractual arrangement is made with the student?  
PLEASE IDENTIFY PROPORTION OF STUDENTS USING EACH TYPE OF ARRANGEMENT.  
TOTAL SHOULD ADD UP TO 100%.
- Lease  
 Residence agreement/contract  
 None [SKIP TO Q30]
28. What is the typical length of the lease/residence agreement? PLEASE IDENTIFY PROPORTION OF STUDENTS HAVING EACH TYPE OF AGREEMENT. TOTAL SHOULD ADD UP TO 100%.
- Normal academic year  
 Full 12-month year [ASK Q29]  
 By semester  
 Monthly  
 Other? Please specify \_\_\_\_\_.
29. Can students sublet their accommodations?
- Yes  
 No
30. Are housing units leased by your institution used for purposes other than housing students, and if so, please identify the type of uses? This could be arranged by your institution or an external organization contracted to do this. (Check all that apply)
- No, not used for other purposes  
 Yes, used for tourists (temporary accommodation)  
 Yes, used for conference accommodation  
 Yes, used for visiting scholars/academics  
 Yes, used for some other purpose. Please specify \_\_\_\_\_.
31. What is the average vacancy rate for housing units leased by your institution at this time?
- 0% vacant (i.e. filled to capacity)  
 1-2% vacant  
 3-5% vacant  
 6-10% vacant  
 11-20% vacant  
 Over 20% vacant
32. What was the average vacancy rate at the start of the school year for housing units leased by your institution?
- 0% vacant (i.e. filled to capacity)  
 1-2% vacant  
 3-5% vacant  
 6-10% vacant  
 11-20% vacant  
 Over 20% vacant

33. Compared to the past 2-3 years, has the vacancy rate for housing units leased by your institution increased, decreased or stayed about the same?

- Increased
- Stayed about the same
- Decreased

\*Question could be cut to shorten overall survey length.

## SECTION 5: ADDITIONAL ISSUES ON STUDENT HOUSING

\*Questions 34-39 could be cut to shorten overall survey length.

34. Is your institution planning to increase the size of its student population within the next five years or so?

- Yes
- No

IF YES, ASK:

35. How many additional students is your institution planning to accept, per year, over the next five years or so?

---

36. Is your institution currently undertaking construction to increase the number of student housing units that it owns?

- Yes
- No

IF YES, ASK:

37. How many additional students will be able to be housed by the new student housing that your institution is now constructing?

---

38. Not including current construction, does your institution have any firm plans to increase the number of student housing units it owns within the next five years or so?

- Yes
- No

IF YES, ASK:

39. How many additional students will be able to be housed by the new student housing units that your institution plans to build or acquire?

---

40. What is the most important issue facing your post-secondary institution at this time in terms of student housing?
- 
- 

## SECTION 6: OFF-CAMPUS HOUSING ASSISTANCE

41. Does your institution provide information or assistance to help students find and secure off-campus housing that is not owned by your post-secondary institution?

Yes  
 No [IF NO, SEND TO SECTION 7]

42. What type of information or assistance is offered? (Please check all that apply)

Online database (searchable)  
 Online housing listings (not searchable)  
 Referral service  
 Rental information (e.g. tenancy acts, lease information, etc.)  
 Market information (e.g. maps, description of areas, etc.)  
 Information on temporary shelters  
 \*Accompanying students on visits to off-campus units  
 Other? Please specify \_\_\_\_\_.

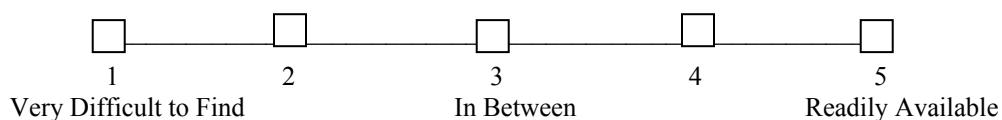
\*Since few schools reported offering this resource, this response category could be cut.

43. Who is responsible for these services? (Please check one only)

\*Student Union  
 Student Services/Student Affairs  
 Housing/Accommodation/Conference Services  
 Registrar/Admissions  
 Other. Please specify \_\_\_\_\_.

\*Since few schools reported this, this response category could be cut.

44. Please rate the availability of off-campus housing in your community that is suitable for students (not owned by your institution). To do this, use a 5-point scale, where '1' means it is very difficult to find, and '5' means it is readily available. PLEASE PLACE YOUR SCORE IN THE DIAGRAM BELOW.



## **SECTION 7: INFORMATION ABOUT POST-SECONDARY INSTITUTION**

45. Name of institution

46. Location

47. Number of campuses

48. Number of students studying at institution. Please identify the number of full-time and part-time students. However, if you do not have this breakdown, please identify the total number of students studying at your institution.

Full-time:
Part-time:
Total:

Please provide your name, position and phone number in case we need to contact you to clarify anything in this survey.

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Phone number (with area code): \_\_\_\_\_

**THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFUL FEEDBACK. IT IS MUCH APPRECIATED.**

**Société canadienne d'hypothèques et de logement**  
**Étude sur le logement étudiant**

**Sondage auprès des établissements postsecondaires**

**Page d'introduction :**

**Welcome to Canada Mortgage  
and Housing Corporation's  
online survey on post-secondary  
student housing in Canada**

To access the survey in English,  
please click below.

**ENGLISH**

**Bienvenue au sondage en ligne de la  
Société canadienne d'hypothèques et  
de logement portant sur le logement  
étudiant dans les établissements  
postsecondaires au Canada**

Pour accéder à la version française du  
sondage, veuillez cliquer ci-dessous.

**FRANÇAIS**

**Introduction :**

Merci d'avoir accepté de participer à ce sondage en ligne concernant le logement étudiant au Canada. Cette recherche est menée par la Société canadienne d'hypothèques et de logement (SCHL), l'organisme national responsable du logement au Canada. Il s'agit de l'étude la plus complète du logement étudiant jamais entreprise au Canada.

La SCHL a retenu les services de Phoenix Strategic Perspectives Inc., entreprise nationale de sondage, pour réaliser cette étude en son nom. Si vous avez des questions à poser concernant le sondage, veuillez vous adresser à Philippe Azzie, de Phoenix, par téléphone (613-567-3952) ou par courriel ([pazzie@phoenixspi.ca](mailto:pazzie@phoenixspi.ca)).

Veuillez lire attentivement les questions et les instructions avant de répondre.

Cliquez sur le bouton Soumettre pour continuer.

## SECTION 1 : PROPRIÉTÉ ET EMPLACEMENT DU PARC DE LOGEMENTS

1. Votre établissement postsecondaire possède-t-il des logements pour étudiants? Ceci comprend toutes les sortes de logements pour étudiants – résidences, immeubles d'appartements, maisons en rangée, etc., tant sur le campus qu'à l'extérieur.
 

Oui

Non [SI LA RÉPONSE EST NON, PASSER À LA QUESTION 3]
2. Veuillez indiquer où sont situés les logements appartenant à votre établissement.
 

Sur le campus [ALLER À LA SECTION 2]

Hors campus [ALLER À LA SECTION 3]

Les deux [ALLER AUX SECTIONS 2 ET 3]
3. Est-ce que votre établissement postsecondaire loue des immeubles ou des bâtiments d'autres propriétaires (par exemple, à long terme ou en grand nombre) pour ensuite les donner en location aux étudiants? Inclure tous les logements sur le campus qui n'appartiennent pas à votre établissement.
 

Oui [ALLER À LA SECTION 4]

Non

## SECTION 2 : LOGEMENTS SUR LE CAMPUS

4. Veuillez indiquer le nombre total d'étudiants que vos logements sur le campus peuvent accueillir (loger) :

---

5. Veuillez indiquer et décrire les sortes de logements que possède votre établissement sur le campus.

Veuillez tenir compte des observations suivantes :

- Indiquer le coût par mois par personne. Si vous demandez plus d'un prix pour certains types de logements, indiquez la gamme de prix (p. ex. 400 \$ à 500 \$ par mois).
- Veuillez indiquer si la formule repas est obligatoire, facultative ou non offerte aux étudiants dans les logements de ce type.
- Pour chaque type de logements, indiquez s'ils sont meublés ou non.
- Les éléments inclus dans le coût seront précisés à la question 6.

<input type="checkbox"/>	Résidences étudiantes ordinaires (style dortoir)				
	*Nombre d'immeubles :				
		Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)
	Chambres individuelles				

	Chambres à deux			
<input type="checkbox"/>	<b>Immeubles d'appartements, ensembles de maisons en rangée, maisons</b> (comprend toutes les résidences collectives non familiales qui ne sont PAS des résidences étudiantes ordinaires, p.ex. maisons individuelles en grappes, quadruplex, etc.)			
	*Nombre d'immeubles d'appartements, d'ensembles de maisons en rangée, de maisons :			
	Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)
	Studio			
	1 chambre			
	2 chambres			
	3 chambres et +			
	<b>Logements familiaux</b>			
	*Nombre d'immeubles avec des logements familiaux :			
	Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)

\*Some respondents either could not report/did not know the number of buildings available or mistakenly understood this question to be asking about the number of units. Underlining ‘number of buildings’ might serve to help clarify the question.

6. Veuillez indiquer lesquels des éléments suivants sont compris dans le loyer mensuel que vous avez déclaré ci-dessus pour vos logements sur le campus.

Éléments	Tous les logements	Certains logements seulement	Aucun logement
Chauffage			
Électricité			
Service téléphonique local			
Service de télédistribution			
*Service par satellite			
Accès Internet (standard)			
Accès Internet (haute vitesse)			
Formule repas			
Stationnement			
Installations de lavage (gratuit ou payant)			
Autre (veuillez préciser)			

\*Since few institutions reported including this item in their monthly rates, this response category could be cut.

7. Veuillez préciser la sorte d'entente contractuelle conclue avec l'étudiant et LA PROPORTION D'ÉTUDIANTS UTILISANT CHAQUE TYPE D'ENTENTE. LE TOTAL DEVRAIT DONNER 100%.

Bail

- Accord ou contrat de résidence  
 Aucune [PASSER À LA Q10]

8. Quelle est la durée habituelle du bail ou contrat de résidence? Veuillez identifier la proportion d'étudiants utilisant chaque type de bail ou de contrat. Le total devrait donner 100%.

- Année scolaire normale  
 Année civile de 12 mois [POSER LA Q9]  
 Semestre  
 Mois  
 Autre (Veuillez préciser) \_\_\_\_\_.

9. Les étudiants peuvent-ils sous-louer leur logement?

Résidences ordinaires (style dortoir):  Oui  
 Non

Autres types de logements:  Oui  
 Non

10. Vos logements sur le campus (c.-à-d. les lits) sont-ils destinés à d'autres usages que le logement pour étudiants? Si oui, veuillez préciser les types d'usages. Ces usages pourraient relever de votre établissement ou d'une organisation externe sous contrat (cochez toutes les cases qui s'appliquent).

- Non, jamais utilisés à d'autres fins  
 Oui, utilisés pour l'hébergement de touristes (hébergement temporaire)  
 Oui, utilisés pour l'hébergement de congressistes  
 Oui, utilisés pour l'hébergement de professeurs en visite  
 Oui, utilisés à une autre fin. Veuillez préciser \_\_\_\_\_.

11. En ce moment, quel est en moyenne le taux d'inoccupation des logements sur le campus appartenant à votre établissement?

- 0 % inoccupés (c'est-à-dire remplis à capacité)  
 1-2 % inoccupés  
 3-5 % inoccupés  
 6-10 % inoccupés  
 11-20 % inoccupés  
 Plus de 20 % inoccupés

12. Au début de l'année scolaire, quel était en moyenne le taux d'inoccupation des logements sur le campus appartenant à votre établissement?

- 0 % inoccupés (c'est-à-dire remplis à capacité)  
 1-2 % inoccupés  
 3-5 % inoccupés  
 6-10 % inoccupés  
 11-20 % inoccupés  
 Plus de 20 % inoccupés

13. En comparaison avec les 2 ou 3 années précédentes, le taux d'inoccupation des logements sur le campus et appartenant à votre établissement a-t-il augmenté, diminué ou est-il demeuré à peu près le même?

- Augmenté
- Demeuré à peu près le même
- Diminué

\*Question could be cut to shorten overall survey length.

### SECTION 3 : LOGEMENTS HORS CAMPUS (APPARTENANT À VOTRE ÉTABLISSEMENT)

14. Veuillez indiquer le nombre total d'étudiants que les logements hors campus appartenant à votre établissement peuvent accueillir (loger) :

---

15. Veuillez indiquer et décrire les types de logements hors campus que possède votre établissement.

Veuillez tenir compte des observations suivantes :

- Indiquer le coût par mois par personne. Si vous demandez plus d'un prix pour certains types de logements, indiquez la gamme de prix (p. ex. 400 \$ à 500 \$ par mois).
- Veuillez indiquer si la formule repas est obligatoire, facultative ou non offerte aux étudiants dans les logements de ce type.
- Pour chaque type de logements, indiquez s'ils sont meublés ou non.
- Les éléments inclus dans le coût seront précisés à la question 16.

<input type="checkbox"/>	<b>Résidences étudiantes ordinaires (style dortoir)</b>				
	<b>*Nombre d'immeubles :</b>				
		Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)
	Chambres individuelles				
	Chambres à deux				
<input type="checkbox"/>	<b>Immeubles d'appartements, ensembles de maisons en rangée, maisons</b> (comprend toutes les résidences collectives non familiales qui ne sont PAS des résidences étudiantes ordinaires, p.ex. maisons individuelles en grappes, quadruplex, etc.)				

	*Nombre d'immeubles d'appartements, d'ensembles de maisons en rangée, de maisons :			
	Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)
Studio				
1 chambre				
2 chambres				
3 chambres et +				
<input type="checkbox"/> Logements familiaux	*Nombre d'immeubles avec des logements familiaux :			
	Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)

\*Some respondents either could not report/did not know the number of buildings available or mistakenly understood this question to be asking about the number of units. Underlining ‘number of buildings’ might serve to help clarify the question.

16. Veuillez indiquer lesquels des éléments suivants sont compris dans le loyer mensuel que vous avez déclaré ci-dessus pour vos logements hors campus.

Éléments	Tous les logements	Certains logements seulement	Aucun logement
Chauffage			
Électricité			
Service téléphonique local			
Service de télédistribution			
*Service par satellite			
Accès Internet (standard)			
Accès Internet (haute vitesse)			
Formule repas			
Stationnement			
Installations de lavage (gratuit ou payant)			
Autre (Veuillez préciser)			

\*Since few institutions reported including this item in their monthly rates, this response category could be cut.

17. Veuillez préciser la sorte d'entente contractuelle conclue avec l'étudiant. Veuillez IDENTIFIER LA PROPORTION D'ÉTUDIANTS UTILISANT CHAQUE TYPE D'ENTENTE. LE TOTAL DEVRAIT DONNER 100%.

- Bail
- Accord ou contrat de résidence
- Aucune [PASSER À LA Q18]

18. Quelle est la durée habituelle du bail ou contrat de résidence? Veuillez identifier la proportion d'étudiants utilisant chaque type de bail ou de contrat. Le total devrait donner 100%.

- Année scolaire normale  
 Année civile de 12 mois [POSER LA Q19]  
 Semestre  
 Mois  
 Autre (Veuillez préciser) \_\_\_\_\_.

19. Les étudiants peuvent-ils sous-louer leur logement?

- Oui  
 Non

20. Vos logements hors campus (c.-à-d. les lits) sont-ils destinés à d'autres usages que le logement pour étudiants? Si oui, veuillez préciser les types d'usages. Ces usages pourraient relever de votre établissement ou d'une organisation externe sous contrat (cochez toutes les cases qui s'appliquent).

- Non, jamais utilisés à d'autres fins  
 Oui, utilisés pour l'hébergement de touristes (hébergement temporaire)  
 Oui, utilisés pour l'hébergement de congressistes  
 Oui, utilisés pour l'hébergement de professeurs en visite  
 Oui, utilisés à une autre fin. Veuillez préciser \_\_\_\_\_.

21. En ce moment, quel est en moyenne le taux d'inoccupation des logements hors campus appartenant à votre établissement?

- 0 % inoccupés (c'est-à-dire remplis à capacité)  
 1-2 % inoccupés  
 3-5 % inoccupés  
 6-10 % inoccupés  
 11-20 % inoccupés  
 Plus de 20 % inoccupés

22. Au début de l'année scolaire, quel était en moyenne le taux d'inoccupation des logements hors campus appartenant à votre établissement?

- 0 % inoccupés (c'est-à-dire remplis à capacité)  
 1-2 % inoccupés  
 3-5 % inoccupés  
 6-10 % inoccupés  
 11-20 % inoccupés  
 Plus de 20 % inoccupés

23. En comparaison avec les 2 ou 3 années précédentes, le taux d'inoccupation des logements hors campus appartenant à votre établissement a-t-il augmenté, diminué ou est-il demeuré à peu près le même?

- Augmenté  
 Demeuré à peu près le même

Diminué

\*Question could be cut to shorten overall survey length.

#### SECTION 4: LOGEMENTS LOUÉS PAR VOTRE ÉTABLISSEMENT

24. Veuillez indiquer le nombre total d'étudiants que peuvent accueillir (loger) les logements loués par votre établissement :

---

25. Veuillez indiquer et décrire les types de logements que loue votre établissement.

Veuillez tenir compte des observations suivantes :

- Indiquer le coût par mois par personne. Si vous demandez plus d'un prix pour certains types de logements, indiquez la gamme de prix (p. ex. 400 \$ à 500 \$ par mois).
- Veuillez indiquer si la formule repas est obligatoire, facultative ou non offerte aux étudiants dans les logements de ce type.
- Pour chaque type de logements, veuillez indiquer s'ils sont meublés ou non.
- Les éléments inclus dans le coût seront précisés à la question 26.

<input type="checkbox"/>	<b>Résidences étudiantes ordinaires (style dortoir)</b>				
	*Nombre d'immeubles :				
		Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)
	Chambres individuelles				
	Chambres à deux				
<input type="checkbox"/>	<b>Immeubles d'appartements, ensembles de maisons en rangée, maisons</b> (comprend toutes les résidences collectives non familiales qui ne sont PAS des résidences étudiantes ordinaires, p.ex. maisons individuelles en grappes, quadruplex, etc.)				
	*Nombre d'immeubles d'appartements, d'ensembles de maisons en rangée, de maisons :				
		Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)
	Studio				
	1 chambre				
	2 chambres				
	3 chambres et +				

<input type="checkbox"/>	Logements familiaux				
	*Nombre d'immeubles avec des logements familiaux :				
	Nombre de logements	Coût par mois	Meublé? (Oui ou non)	Formule repas? (Oui, non, facultative)	

\*Some respondents either could not report/did not know the number of buildings available or mistakenly understood this question to be asking about the number of units. Underlining ‘number of buildings’ might serve to help clarify the question.

26. Veuillez indiquer lesquels des éléments suivants sont compris dans le loyer mensuel que vous avez déclaré ci-dessus pour les logements loués par votre établissement.

Éléments	Tous les logements	Certains logements seulement	Aucun logement
Chauffage			
Électricité			
Service téléphonique local			
Service de télédistribution			
*Service par satellite			
Accès Internet (standard)			
Accès Internet (haute vitesse)			
Formule repas			
Stationnement			
Installations de lavage (gratuit ou payant)			
Autre (Veuillez préciser)			

\*Since few institutions reported including this item in their monthly rates, this response category could be cut.

27. Veuillez préciser le type d'entente contractuelle conclue avec l'étudiant. VUEILLEZ IDENTIFIER LA PROPORTION D'ÉTUDIANTS UTILISANT CHAQUE TYPE D'ENTENTE. LE TOTAL DEVRAIT DONNER 100%.

- Bail
- Accord ou contrat de résidence
- Aucune [PASSER À LA Q30]

28. Quelle est la durée habituelle du bail ou contrat de résidence? VUEILLEZ IDENTIFIER LA PROPORTION D'ÉTUDIANTS UTILISANT CHAQUE TYPE DE BAIL OU DE CONTRAT. LE TOTAL DEVRAIT DONNER 100%.

- Année scolaire normale
- Année civile de 12 mois [POSER LA Q29]
- Semestre
- Mois
- Autre (Veuillez préciser) \_\_\_\_\_.

29. Les étudiants peuvent-ils sous-louer leur logement?

- Oui
- Non

30. Les logements loués par votre établissement servent-ils à d'autres fins que loger des étudiants? Si oui, veuillez préciser les sortes d'usages. Ces usages pourraient relever de votre établissement ou d'une organisation externe sous contrat (cochez toutes les cases qui s'appliquent).

- Non, jamais utilisés à d'autres fins
- Oui, utilisés pour l'hébergement de touristes (hébergement temporaire)
- Oui, utilisés pour l'hébergement de congressistes
- Oui, utilisés pour l'hébergement de professeurs en visite
- Oui, utilisés à une autre fin. Veuillez préciser \_\_\_\_\_.

31. En ce moment, quel est en moyenne le taux d'inoccupation des logements loués par votre établissement?

- 0 % inoccupés (c'est-à-dire remplis à capacité)
- 1-2 % inoccupés
- 3-5 % inoccupés
- 6-10 % inoccupés
- 11-20 % inoccupés
- Plus de 20 % inoccupés

32. Au début de l'année scolaire, quel était en moyenne le taux d'inoccupation des logements loués par votre institution?

- 0 % inoccupés (c'est-à-dire remplis à capacité)
- 1-2 % inoccupés
- 3-5 % inoccupés
- 6-10 % inoccupés
- 11-20 % inoccupés
- Plus de 20 % inoccupés

\*Question could be cut to shorten overall survey length.

33. En comparaison avec les 2 ou 3 années précédentes, le taux d'inoccupation des logements loués par votre institution a-t-il augmenté, diminué ou est-il demeuré à peu près le même?

- Augmenté
- Demeuré à peu près le même
- Diminué

## SECTION 5 : AUTRES QUESTIONS RELATIVES AU LOGEMENT ÉTUDIANT

\*Questions 34-39 could be cut to shorten overall survey length.

34. Votre établissement planifie-t-il d'accroître sa population étudiante au cours des cinq prochaines années environ?

- Oui
- Non

SI OUI, DEMANDER :

35. Combien d'étudiants de plus prévoyez-vous accepter, par année, au cours des cinq prochaines années environ?

---

36. Est-ce que votre établissement effectue présentement des travaux de construction pour accroître le nombre de logements étudiants qu'il possède?

- Oui  
 Non

SI OUI, DEMANDER :

37. Combien d'étudiants de plus pourront être logés dans les nouveaux logements que votre établissement est en train de construire?

---

38. Excluant la construction actuelle, votre établissement a-t-il des plans fermes pour accroître le nombre de logements étudiants qu'il possède d'ici cinq ans environ?

- Oui  
 Non

SI OUI, DEMANDER :

39. Combien d'étudiants de plus pourront être logés dans les nouveaux logements que votre établissement planifie de construire ou d'acquérir?

---

40. Quel est le problème le plus important que pose actuellement le logement étudiant auprès de votre établissement postsecondaire?

---

---

## SECTION 6 : AIDE POUR LE LOGEMENT HORS CAMPUS

41. Est-ce que vous offrez de l'information ou de l'aide aux étudiants pour leur permettre de se loger hors campus dans des logements n'appartenant pas à votre établissement?

- Oui  
 Non [SI NON, ALLER À LA SECTION 7]

42. Quelle sorte d'information ou d'aide offrez-vous? (Veuillez cocher toutes les cases qui s'appliquent).

- Base de données en ligne (possibilité de recherche)

- Listes de logements en ligne (sans possibilité de recherche)
- Service d'aiguillage (référence)
- Renseignements sur la location (p. ex. lois sur la location immobilière, baux, etc.)
- Renseignements sur le marché (p. ex. cartes, description des quartiers, etc.)
- Renseignements sur l'hébergement temporaire
- \*Accompagnement des étudiants lors de visites aux logements hors campus
- Autres (Veuillez préciser) \_\_\_\_\_.

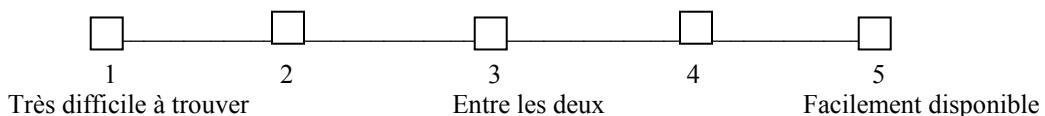
\*Since few schools reported offering this resource, this response category could be cut.

43. De qui relèvent ces services?

- \*Association étudiante
- Services aux étudiants/Affaires étudiantes
- Services de logement/hébergement/conférences
- Registraire/Admissions
- Autre (Veuillez préciser) \_\_\_\_\_.

\*Since few schools reported this, this response category could be cut.

44. Veuillez indiquer dans quelle mesure les étudiants peuvent trouver dans votre collectivité des logements hors campus convenables (n'appartenant pas à votre établissement). Utilisez une échelle de cinq points où « 1 » signifie « très difficile à trouver » et « 5 » « facilement disponible ». VUEILLEZ INSCRIRE VOTRE COTE DANS LE DIAGRAMME CI-DESSOUS.



## SECTION 7 : INFORMATION SUR L'ÉTABLISSEMENT POSTSECONDAIRE

45. Nom de l'établissement

46. Emplacement

47. Nombre de campus

48. Nombre d'étudiants inscrits : Veuillez préciser le nombre d'étudiants à temps plein et à temps partiel. Si vous ne pouvez pas faire ce calcul, veuillez identifier le nombre total d'étudiants inscrits à votre établissement.

Temps plein :
Temps partiel :
Total :

Veuillez indiquer vos coordonnées au cas où nous aurions besoin de communiquer avec vous pour des précisions.

Nom : \_\_\_\_\_

Titre du poste occupé : \_\_\_\_\_

Numéro de téléphone (avec indicatif régional) : \_\_\_\_\_

**MERCI D'AVOIR PRIS LE TEMPS DE RÉPONDRE À NOTRE SONDAGE. NOUS VOUS EN SOMMES TRÈS RECONNAISSANTS.**

## **Instructions for Creating a Sample Frame**

## **Instructions for Development of Sample Frames for Regional Implementation**

### Institutional Survey

- Include all eligible post-secondary institutions located in the region. This should include all recognized and authorized public and private post-secondary institutions listed on the Canadian Information Centre for International Credentials's (CICIC) website. The list of schools can be found at the following URL: [www.cicic.ca/postsec/institutions/indexe.stm](http://www.cicic.ca/postsec/institutions/indexe.stm). There you can view the list in its entirety or search by province/territory.
- Determine whether any of these post-secondary institutions have federated/affiliated colleges and campuses located in different geographic communities (they will be listed as separate entries in the CICIC database). If this is the case, ensure that the sample contains separate entries in each of the geographic communities for the affected institutions (i.e. to accommodate the different invitation letters) and to collect data by community.
- Include any sizable private vocational/career colleges (e.g. CDI College, Herzing College) that meet one or more of the following criteria:
  1. Student population at the institution is 500 or above;
  2. Institution owns its own housing stock; and/or
  3. Offers programs of nine months duration or more (typical academic year).

### Student Survey

- Include only eligible students. This includes individuals enrolled at an eligible post-secondary institution as a:
  1. Full-time student (including co-op students);
  2. Part-time student registered in at least 9 hours of course/program work per week or working on a thesis (excluded if working 30 or more hours per week).
- To select the institutions from which eligible students will be recruited to complete the survey, consideration should be given to the location, type (i.e. college or university) and size of the institution, whether they are public or private, and whether they own student housing stock. Ensure that there is a good mix based on these core criteria, with emphasis on large institutions that own housing stock.
- The number of schools selected will vary depending on the size of the region and the number of institutions located therein. That said, to ensure respondents' diversity and recruitment efficiency, no more than six schools should be included per city within the region.

## **Student Data Tables (separate cover)**

## **Definition of Student Housing**

## **Student Housing Definition**

Presented below is a ‘working definition’ for the CMHC Student Housing Study. The definition may evolve as the research progresses.

### **Institution**

All ‘recognized’ post-secondary institutions in Canada based on the list compiled by the Canadian Information Centre for International Credentials (CICIC) in cooperation with provincial/ territorial education ministries. The list contains 402 records: 341 entries for public institutions and 61 entries for private institutions. However, it is important to note that the CICIC list reports each campus and federated/affiliated school of an institution as a separate record. Accordingly, this overstates the number of actual institutions. The total number of distinct public and private institutions on the CICIC list is 266.

### **Student**

An individual enrolled at an ‘eligible’ institution (see above) as a:

- Full-time student;
- Part-time student registered in at least 9 hours of course/program work per week or working on a thesis ;
- Part-time students are excluded if working 30 or more hours per week.

Notes:

1. Co-op students are considered full-time students.
2. Distance learning students are excluded (whether full-time or part-time).

### **Housing**

All types of accommodations used by ‘eligible’ students enrolled at an ‘eligible’ institution (on and off campus).

### **End Notes**

The Canadian Information Centre for International Credentials (CICIC) was established in 1990 to assist Canada in carrying out its obligations under the terms of the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the states belonging to the Europe Region. Per CICIC’s website, it “collects, organizes, and distributes information, and acts as a national clearing house and referral service to support the recognition and portability of Canadian and international educational and occupational qualifications”. The CICIC database is purported to be the only list of all postsecondary institutions in Canada recognized by their appropriate jurisdictional authorities. The designation ‘recognized’ indicates that the institution has been awarded the authority to grant academic credentials by their provincial/territorial governments through charters or legislation.

## **Telephone Permission Request Script**

## **Permission Script**

1. Hello, my name is \_\_\_\_\_. I'm calling from Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency.
2. We're undertaking research on post-secondary student housing in Canada. This is the most comprehensive study of student housing ever undertaken in Canada. Part of this research includes an online survey of students. We would like to request permission to be on your campus to recruit students to participate in the study. Is this the correct place to call to request such permission? If not, please forward me to the individual or department with whom we need to speak to request permission? [SKIP TO BULLET 5 IF YOU ARE SPEAKING WITH THE CORRECT PERSON OR DEPARTMENT.]
3. Thank you.
4. Hello, my name is \_\_\_\_\_. I'm calling from Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency. We're undertaking research on post-secondary student housing in Canada. This is the most comprehensive study of student housing ever undertaken in Canada. Part of this research includes an online survey of students.
5. In order to recruit potential respondents, we would like to canvass [INSERT NAME OF SCHOOL] and recruit students to participate. This would involve two recruiters circulating through the campus for half a day, informing students about the survey, and signing up potential respondents. Students would be given a password to access the online survey and an information flyer containing the URL to the survey.
6. Would it be possible for us to be on campus the week of [INSERT WEEK] to undertake this recruitment? Our research recruitment staff – two people – would be on campus for half a day only. The research is being conducted by Phoenix SPI, a survey research company.

IF YES:

7. What procedures should we be aware of? Will we need to sign in at security, carry identification, etc.?
8. One final thing, would you please confirm which week the winter/reading/study break is at [INSERT NAME OF SCHOOL]?
9. Thank you very much for your time and cooperation.

Also:

- Volunteer to fax/email background letter on CMHC to provide written information.
- Ask if written permission is required, and if so, get this in whatever form is needed.
- If needed, volunteer to submit a written request for permission.
- If useful, say that this is part of a more comprehensive research program that includes an online survey with housing/accommodation offices in post-secondary institutions across the country, including their university/college.

## **Email Permission Request Script**

## **Permission Script**

February 23<sup>rd</sup>, 2004

### **Re: CMHC Student Housing Research**

Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency, is undertaking research on post-secondary student housing in Canada. This is the most comprehensive study of student housing ever undertaken in Canada. Part of this research includes an online survey of students. In order to recruit potential respondents for the online survey, we would like to canvass your school and recruit students to participate. This would involve two people from our research recruitment staff circulating through the campus for no more than two days. They would travel through the different buildings, and spend time in areas that have student seating, such as lounges, cafeterias, etc., but not classrooms or lecture halls. Recruiters would inform students about the survey, and sign up potential respondents. Students who agree to participate would be given a password to access the online survey and an information flyer containing the URL to the survey.

## **Instructions for Intercept Activity**

## **Intercept Activities – Instructions**

- Hand out the information flyers to students. As you hand students the flyer, ask them to read it and tell them about the survey and the draw for a chance to win a prize. Prizes include an iPod, two Rio Sports MP3 players, two Sony Sports Diskman, and 15 \$25 HMV gift certificates. Don't forget to tell them that their odds of winning are good since only a limited number of post-secondary schools in 2 locations across Canada are eligible to complete the survey and enter the draw. Add that no more than 1,000 students will be entered into the prize draw.

SCRIPT: THIS RESEARCH IS BEING CONDUCTED BY CANADA MORTGAGE AND HOUSING CORPORATION (CMHC), CANADA'S NATIONAL HOUSING AGENCY. THE RESEARCH, OF WHICH THIS ONLINE SURVEY IS ONE ELEMENT, REPRESENTS THE MOST COMPREHENSIVE STUDY OF STUDENT HOUSING EVER UNDERTAKEN IN CANADA. CMHC HAS COMMISSIONED PHOENIX STRATEGIC PERSPECTIVES INC., A NATIONAL SURVEY RESEARCH COMPANY, TO CONDUCT THIS STUDY ON ITS BEHALF. THE ONLINE SURVEY WILL TAKE LESS THAN 15 MINUTES OF YOUR TIME TO COMPLETE AND UPON COMPLETION YOU WILL BE ENTERED INTO A DRAW FOR A CHANCE TO WIN A PRIZE. PRIZES INCLUDE AN IPOD, TWO RIO SPORTS MP3 PLAYERS, TWO SONY SPORTS DISKMAN, AND 15 \$25 HMV GIFT CERTIFICATES. THE ODDS OF WINNING ARE GOOD BECAUSE ONLY A LIMITED NUMBER OF STUDENTS IN POST-SECONDARY SCHOOLS IN TWO LOCATIONS ACROSS CANADA ARE ELIGIBLE TO COMPLETE THE SURVEY. NO MORE THAN 1,000 STUDENTS WILL BE ENTERED INTO THE PRIZE DRAW. WOULD YOU BE WILLING TO PARTICIPATE?

### **IF STUDENTS ASK WHY THEY SHOULD COMPLETE THE SURVEY:**

SCRIPT: BY PARTICIPATING IN THIS SURVEY YOU WILL BE HELPING STUDENTS ACROSS CANADA. CMHC, THE GOVERNMENT OF CANADA'S NATIONAL HOUSING AGENCY, IS CONDUCTING THIS STUDY, THE FIRST OF ITS KIND, TO GET A PICTURE OF THE STATE OF STUDENT HOUSING IN CANADA. UNDERSTANDING THE MARKET WILL HELP CMHC MAKE INFORMED DECISIONS ABOUT THIS HOUSING SECTOR TO ENSURE THAT AFFORDABLE, QUALITY HOUSING IS AVAILABLE TO STUDENTS.

- For students who agree to participate in the survey, ask them for their email address and to see their student ID.
- Record their email address and repeat it back to the student to ensure that it is correct.
  - View their student ID card, but do not record this. If there is a validity period on the card, verify that the card is active and has not expired. Note, that only full-time and part-time students currently enrolled at the institution may participate in the survey. If students do not meet this requirement, politely thank them for their interest and explain to them that they are not eligible to complete the survey because they do not meet the full-time/part-time criteria.

### **IF STUDENTS ASK ABOUT THE COLLECTION OF EMAIL ADDRESSES:**

SCRIPT: THE COLLECTION OF THIS INFORMATION IS FOR THE PURPOSE OF ADMINISTERING THIS SURVEY ONLY. WE ARE COLLECTING YOUR EMAIL ADDRESS IN ORDER TO SEND YOU A REMINDER TO COMPLETE THE ONLINE SURVEY AND TO INFORM THE WINNERS OF THE DRAW. YOUR EMAIL ADDRESS WILL NOT BE DISTRIBUTED TO ANYONE ELSE AND THIS LIST OF EMAIL ADDRESSES WILL BE DELETED UPON COMPLETION OF THE RESEARCH. THE RESULTS OF THIS SURVEY WILL BE REPORTED IN AGGREGATE FORM ONLY. THERE WILL BE NO IDENTIFICATION OF INDIVIDUALS.

- Give the student an access key for the online survey and record this access key next to their email address. Write the access key on the flyer the student will take from you and instruct the student to keep the access key safe because it will be required in order to access the survey (the survey URL is on the flyer).

**IF ASKED ABOUT THE ACCESS KEY:**

SCRIPT: THE ACCESS KEY IS REQUIRED TO ENTER THE ONLINE SURVEY. AFTER TYPING IN THE URL, A SPLASH PAGE WILL APPEAR THAT PROMPTS YOU TO ENTER YOUR ACCESS KEY. ENTER THIS ACCESS KEY AND YOU WILL GAIN ENTRY TO THE SURVEY.

- When canvassing the institution, please ensure that you cover the entire institution or as much as possible. **ANY SPECIFIC INSTRUCTIONS (E.G. SECURITY PROCEDURES) ARE NOTED BY INSTITUTION ON THE SCHEDULE.** Circulate among the different buildings and do not base yourself in one high traffic area of the school or campus. Spend time in areas that have student seating, such as lounges, cafeterias, etc. (not classrooms). Specifically, make sure you go to the following types of areas and buildings:
  - Student Union Centre/Building
  - Student Services Centre/Building
  - Residences and Commons Areas
  - Faculty Buildings – if the school does not have 1 central academic building, ensure that you circulate around/through the buildings dedicated to each faculty (e.g. Arts and Humanities, Computer/Applied Science, Engineering, Sciences, Social Sciences, etc.).
  - Library
  - Athletics – gym, pool, etc.
  - Food Services – anywhere on campus that students can buy food (e.g. restaurants, cafeterias, pubs, etc.). Cover these areas during the lunch and dinner hours.
- Please record the name of each building and/or area of the school or campus that you canvas. Canvassing should be done primarily inside buildings, not outside.
- **ALSO, FOR EACH DAY OF RECRUITMENT, PLEASE NOTE WHICH ACCESS KEYS ARE USED FOR EACH INSTITUTION TO AVOID CIRCULATING THEM TWICE.**

## **Student Invitation Flyer**



Canada

Canada Mortgage and Housing Corporation  
700 Montreal Road  
Ottawa, Ontario  
K1A 0P7

Société canadienne d'hypothèques et de logement  
700, chemin de Montréal  
Ottawa (Ontario)  
K1A 0P7

## **COMPLETE AN ONLINE SURVEY ON STUDENT HOUSING. YOU COULD HELP STUDENTS & WIN ONE OF 20 PRIZES.**

Canada Mortgage and Housing Corporation (CMHC), the Government of Canada's national housing agency, is conducting a study to better understand the state of post-secondary student housing in Canada, and the housing options available to students. This information will be used to help ensure that affordable, quality and choice in student housing is available to students.

You can help by completing an online survey. The survey takes only 15 minutes to complete and by doing so you will be entered into a draw to win a prize! Prizes include an iPod, two Rio Sports MP3 players, two Sony Sports Diskman, and 15 \$25 HMV gift certificates. **The survey will only be online for three weeks. You must complete it by April 8th.** The draw will take place immediately after the survey has been completed.

Here's how it works:

- Leave your name and email address with the individual who handed you this flyer. This will allow us to send out email reminders and contact prize winners.
- Access the survey at the following url: [http://www02.cmhc-schl.gc.ca/survey/mr\\_student/](http://www02.cmhc-schl.gc.ca/survey/mr_student/) and type in your access key.

**Your responses will be treated in complete confidence.  
Please take a few minutes to help us with this important research.**

**\*YOUR EMAIL ADDRESS WILL NOT BE DISTRIBUTED TO ANYONE ELSE AND THE LIST OF EMAIL ADDRESSES WILL BE DELETED UPON COMPLETION OF THE RESEARCH. CMHC WILL NOT CONTACT YOU FOR ANY OTHER PURPOSE OUTSIDE THIS RESEARCH.**

## **Student Reminders**

## **Email Reminder**

March 19<sup>th</sup>, 2004

### **Re: A Reminder – CMHC Student Housing Survey**

Approximately one week ago you were given an access key to complete a survey on student housing for the Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency. Your feedback is important to help ensure that affordable, quality and choice in student housing is available to students.

If you have already completed the online survey, please accept our thanks. However, if you have not yet done this, please take a few minutes to complete the survey. Access the survey at the following url: [http://www02.cmhc-schl.gc.ca/survey/mr\\_student/](http://www02.cmhc-schl.gc.ca/survey/mr_student/) and type in your access key. If you have lost your access key, please reply to this message and we will send you your access key.

By completing the survey, you will be entered into a draw to win a prize! Remember, the survey must be completed by April 8th.

Again, please be assured that all responses will be kept confidential.

Thank you for your cooperation.

## **Final Email Reminder**

April 5<sup>th</sup>, 2004

### **Re: Last Reminder – Please Help With Student Housing Survey**

A few weeks ago, you had agreed to help us help other students in Canada by completing an online survey on student housing (being conducted by CMHC, Canada's national housing agency).

This is the last week to complete the survey. If you have already completed it, please accept our thanks. If not, please note that by completing the survey...

- You will help ensure that affordable, quality and choice in student housing is available to students.
- You will be entered into a draw to win a prize! Prizes include an iPod, two Rio Sports MP3 players, two Sony Sports Diskman, and 15 \$25 HMV gift certificates.
- The odds of winning are good because we only expect approximately 500 students to be entered into the prize draw.

We know that exams are coming quickly, but the survey will take little of your time. You can access it at: [http://www02.cmhc-schl.gc.ca/survey/mr\\_student/](http://www02.cmhc-schl.gc.ca/survey/mr_student/). When there, type in your access key. If you have lost your access key, please reply to this message and we will send you your access key. The survey must be completed by **April 8th**.

Again, please be assured that all responses will be kept confidential.

Thank you for your cooperation.

## **Student Survey**

**Canada Mortgage  
and Housing Corporation (CMHC)  
Student Housing Study**

**Survey of Students**

**Splash Page:**

**Welcome to Canada Mortgage  
and Housing Corporation's  
online survey on post-secondary  
student housing in Canada**

To access the survey in English,  
please click below.

**ENGLISH**

**Bienvenue au sondage en ligne de la  
Société d'hypothèques et de logement  
du Canada concernant le logement  
étudiant postsecondaire au Canada**

Pour accéder à la version française du  
sondage, veuillez cliquez ci-dessous.

**FRANCAIS**

**Introduction Page:**

Thank you for agreeing to participate in this online survey on student housing in Canada. This research is being conducted by Canada Mortgage and Housing Corporation (CMHC), Canada's national housing agency. The research, of which this survey is one element, represents the most comprehensive study of student housing ever undertaken in Canada.

CMHC has commissioned Phoenix Strategic Perspectives Inc., a national survey research company, to conduct this study on its behalf. Please be assured that your responses will be treated in complete confidence. If you have any questions about the survey, please contact Philippe Azzie of Phoenix by phone (613-567-3952) or by email ([pazzie@phoenixspi.ca](mailto:pazzie@phoenixspi.ca)).

To be eligible for the draw of prizes, you must complete the survey. The draw will take place on March 25<sup>th</sup> and winners will be notified by email.

Please read the questions and instructions carefully when completing this survey.

Press "submit" to continue with the survey.

## Overview of Student and Housing Status

1. First, could you please confirm your student status? PLEASE CHECK ONE BOX ONLY

Full-time student	[      ]
Part-time student registered in at least 9 hours of course/program work per week	[      ]
Part-time student registered in <u>less than</u> 9 hours of course/program work per week	[      ] SKIP PATTERN*
Part-time student working on a Masters or PhD thesis	[      ]
Not a student	[      ] SKIP PATTERN*

\*THESE PEOPLE WOULD GO TO A PAGE THAT THANKS THEM FOR AGREEING TO TAKE PART IN THE SURVEY, BUT INFORMS THEM THAT THEY ARE NOT ELIGIBLE TO DO SO.

2. Which of the following best describes your current situation?

Living at home with your parent(s) or guardian(s)	[      ]
Living with your partner/spouse and/or children	[      ] PLEASE CHECK ONE
Neither	[      ] BOX ONLY

**STUDENTS LIVING AT HOME WITH PARENTS WOULD SKIP TO Qs. 10 and 32-45.**

## Characteristics of Accommodations

This next series of questions focuses on the characteristics of the accommodations that you currently occupy as a student.

3. What type of accommodations do you currently occupy? PLEASE CHECK ONE BOX ONLY

### On campus:

Residence – single unit	[      ]
Residence – twin unit	[      ]
Apartment	[      ]
Townhouse	[      ]
House	[      ]
Other (please specify):	_____

### Off campus:

Apartment	[      ]
Townhouse	[      ]
House	[      ]
Rented room	[      ]
Other (please specify):	_____

ASK TO STUDENTS LIVING OFF CAMPUS:

4. Are the accommodations in which you are living owned or operated by your institution?

Yes [ ]  
No [ ]

5. What is the size of the accommodations that you currently occupy?

Bachelor unit (no separate bedroom) [ ]  
One bedroom unit [ ] PLEASE CHECK ONE BOX ONLY  
Two bedroom unit [ ]  
Three bedrooms or more [ ]

6. How many other occupants live in your accommodations with you?

No one else [ ]  
One other [ ]  
Two others [ ] PLEASE CHECK ONE BOX ONLY  
Three others [ ]  
Four others [ ]  
Five or more [ ]

7. What is your monthly rent for your current accommodations? If you are sharing accommodations, please only provide the total for your share of the rent. PLEASE CHECK ONE BOX ONLY

Under \$200	[ ]	\$601 to \$700	[ ]
\$200 to \$300	[ ]	\$701 to \$800	[ ]
\$301 to \$400	[ ]	\$801 to \$900	[ ]
\$401 to \$500	[ ]	\$901 to \$1,000	[ ]
\$501 to \$600	[ ]	Over \$1,000	[ ]

8. Please identify which of the following things are included in your monthly rent (i.e. the amount you identified in your previous response). PLEASE CHECK ALL THAT APPLY.

Items	
Heating	
Electricity	
Furnished	
Local telephone service	
Cable service	
Satellite service	
Internet access (standard)	

Internet access (high speed)	
Fridge	
Stove	
Meals/meal plan	
Parking	
Laundry facilities (free or coin-operated)	
Private washroom/shower	
Other (please specify)	

9. Please identify which of the following terms or obligations apply to your current accommodations. PLEASE PROVIDE A RESPONSE FOR EACH ITEM.

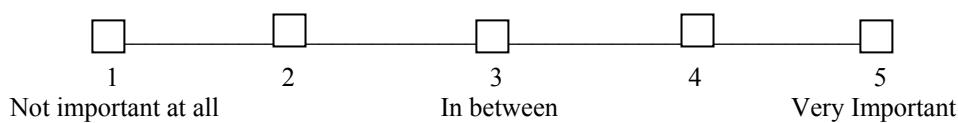
Terms/Obligations	Yes	No	Don't Know
You had to sign a lease			
You had to pay the first and last months' rent			
You had to allow a credit check			
You had to provide references			
You had to provide a damage deposit (not including the first or last month's rent)			
You needed someone to guarantee or co-sign your lease.			
You are allowed to sublet your accommodations			
Other (please specify)			

## Selecting a Post-Secondary Institution

This series of questions focuses on issues related to your choice of a post-secondary institution.

10. How important were each of the following factors or considerations in your decision making to select a post-secondary institution to attend? Please use a 5-point scale, where '1' means that the factor was not important at all, and '5' means the factor was very important. Please focus on the decision making related to the institution that you are now attending. If something does not apply to you, please indicate this (PROVIDE 'DOES NOT APPLY' OPTION)

PLEASE PLACE YOUR SCORES IN THE TABLE BELOW (THE DIAGRAM BELOW IS JUST FOR ILLUSTRATION PURPOSES).



Potential Factors or Considerations	Importance of factor
The reputation/caliber of the post-secondary institution	
Cost (i.e. tuition fees, food, etc.)	
Personal considerations (e.g. friends, family, relationships)	
The community/area in which the institution is situated	
Housing issues (i.e. quality, cost, availability)	
Offer of scholarship/funding	
Convenience	
Specific program offered at this institution	
The ability to remain in your own home	

## Process of Looking for Student Housing

This next set of questions focuses on issues related to your search for student housing accommodations.

### **NEXT QUESTION HAS BEEN SPLIT IN TWO:**

11. For each of the potential sources of housing-related information or assistance listed below, please identify which sources you used or consulted to help you find your current accommodations. Please identify all of the sources you used regardless of whether or not they were helpful.

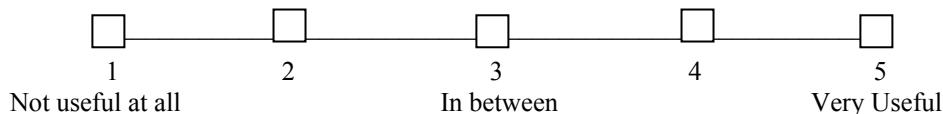
Potential Source of Information/Assistance	Used this Source
Student housing office at university/college	
University/college website	
Admissions office of university/college	
Word of mouth/contacts/friends	
Newspaper/classified ads	
*Student federation/student union/association	
Internet (general)	
Walking tours	
Other (please specify): _____	

\*Since few students reported using this source, this response category could be cut.

**SECOND PART. HAVE ONLY THOSE ITEMS SELECTED IN PREVIOUS QUESTION APPEAR ON SCREEN TO BE RATED:**

12. Please rate the usefulness of each of the sources that you used to help you find your current accommodations. To do this, use a 5-point scale, where '1' means not useful at all and '5' means very useful.

PLEASE PLACE YOUR SCORES IN THE TABLE BELOW (THE DIAGRAM BELOW IS JUST FOR ILLUSTRATION PURPOSES).



Potential Source of Information/Assistance	Usefulness of Source
Student housing office at university/college	
University/college website	
Admissions office of university/college	
Word of mouth/contacts/friends	
Newspaper/classified ads	
*Student federation/student union/association	
Internet (general)	
Walking tours	
Other (please specify):	

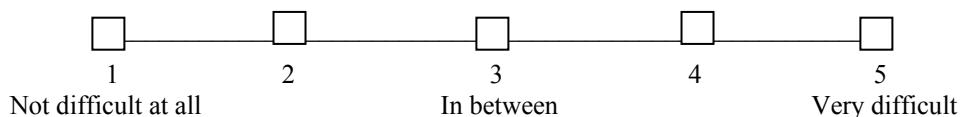
\*Since few students reported using this source, this response category could be cut.

13. How long did it take you to find the housing accommodations you currently occupy? Please include the total number of days since you started actively looking.

Less than 7 days	[      ]
7-14 days	[      ]
15-28 days	[      ]
29-50 days	[      ]
More than 50 days	[      ]

PLEASE CHECK ONE BOX ONLY

14. How difficult was it to find your present housing accommodations. Please use a 5-point scale, where '1' means not difficult at all and '5' means very difficult. PLEASE PLACE YOUR SCORE IN THE DIAGRAM BELOW.



IF MODERATELY/VERY DIFFICULT (SCORES OF 3-5):

15. What difficulties did you encounter?

- |  |          |                  |
|--|----------|------------------|
| Lack of information                        | [      ] |                  |
| Incorrect information                      | [      ] |                  |
| Lack of available housing                  | [      ] | PLEASE CHECK ALL |
| Cost/housing too expensive                 | [      ] | THAT APPLY       |
| Started looking late                       | [      ] |                  |
| Distance/unable to visit location          | [      ] |                  |
| Couldn't find what you wanted              | [      ] |                  |
| General inexperience searching for housing | [      ] |                  |
| Lack of good quality housing               | [      ] |                  |
| Difficulty finding suitable roommates      | [      ] |                  |
| Difficulty being accepted as a tenant      | [      ] |                  |
| Other (please specify) _____               |          |                  |

## Housing Selection Criteria

This series of questions focuses on the criteria you used in selecting your student housing accommodations.

IF LIVING IN INSTITUTION-OWNED/OPERATED ACCOMMODATIONS (BOTH ON AND OFF CAMPUS):

16. \*Why did you choose to live in housing owned and/or operated by your university or college?

- |                                |          |                  |
|--------------------------------|----------|------------------|
| Overall quality                | [      ] |                  |
| Ease or simplicity             | [      ] |                  |
| Cost                           | [      ] |                  |
| Location/proximity to campus   | [      ] | PLEASE CHECK ALL |
| Safety                         | [      ] | THAT APPLY       |
| Comfort/amenities              | [      ] |                  |
| Meal plan                      | [      ] |                  |
| Cleanliness                    | [      ] |                  |
| Community/peers/to meet people | [      ] |                  |
| No choice/no other option      | [      ] |                  |
| Other (please specify): _____  |          |                  |

\*Question could be cut to shorten overall survey length.

16b) Which of these factors was the most important?

- |                              |          |                       |
|------------------------------|----------|-----------------------|
| Overall quality              | [      ] |                       |
| Ease or simplicity           | [      ] |                       |
| Cost                         | [      ] |                       |
| Location/proximity to campus | [      ] | PLEASE CHECK ONE ONLY |
| Safety                       | [      ] |                       |

- |                                |          |
|--------------------------------|----------|
| Comfort/amenities              | [      ] |
| Meal plan                      | [      ] |
| Cleanliness                    | [      ] |
| Community/peers/to meet people | [      ] |
| No choice/no other option      | [      ] |
| Other (please specify): _____  |          |

\*Question could be cut to shorten overall survey length.

IF RENTING FROM SOMEONE ELSE:

**17. Why did you choose to live in housing that is not owned or operated by your university or college?**

- |  |          |
|--|----------|
| Cost   | [      ] |
| Institution does not own housing units   | [      ] |
| Location   | [      ] |
| Desire for more space  | [      ] |
| Desire to choose your own roommates  | [      ] |
| Privacy  | [      ] |
| Independence   | [      ] |
| Availability of better housing for the money                                       | [      ] |
| Peace and quiet  | [      ] |
| For a change (i.e. you had already lived in housing owned/operated by institution) | [      ] |
| Applied for but not accepted in housing owned/operated by institution              | [      ] |
| Lack of information from institution about availability of housing                 | [      ] |
| Other (please specify): _____  |          |

\*Question could be cut to shorten overall survey length.

**17b) Which of these factors was the most important?**

- |  |          |
|--|----------|
| Cost   | [      ] |
| Institution does not own housing units   | [      ] |
| Location   | [      ] |
| Desire for more space  | [      ] |
| Desire to choose your own roommates  | [      ] |
| Privacy  | [      ] |
| Independence   | [      ] |
| Availability of better housing for the money                                       | [      ] |
| Peace and quiet  | [      ] |
| For a change (i.e. you had already lived in housing owned/operated by institution) | [      ] |
| Applied for but not accepted in housing owned/operated by institution              | [      ] |
| Lack of information from institution about   |          |

PLEASE CHECK  
ONE ONLY

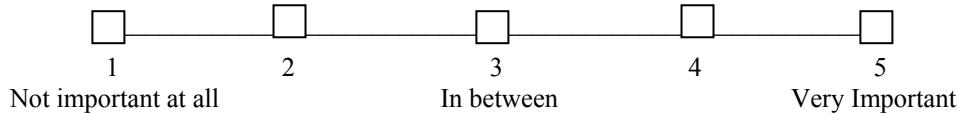
availability of housing [ ]

Other (please specify): \_\_\_\_\_

\*Question could be cut to shorten overall survey length.

18. Please rate the importance of the following factors or considerations in your selection of your current housing accommodations, using a 5-point scale, where '1' means not important at all and '5' means very important.

PLEASE PLACE YOUR SCORES IN THE TABLE BELOW (THE DIAGRAM BELOW IS JUST FOR ILLUSTRATION PURPOSES).



Potential Factors or Considerations	Importance of Factor
Overall quality	
Cost	
Location (e.g. proximity to campus)	
Safety	
Privacy	
Personal growth/independence	
Comfort/amenities	
Cleanliness	
Desire to choose your own roommates	
Desire for space	
Meal plan	
Community/peers/to meet people	

19. In what way(s), if any, do you think your housing selection criteria will change for next year any?

No change [ ]

Will want to live with friends [ ]

Want to live off campus [ ]

Want bigger accommodations [ ] PLEASE CHECK ALL

Want quieter accommodations [ ] THAT APPLY

Want better building quality [ ]

Want better rental quality [ ]

Want something cheaper [ ]

Want different location/neighborhood [ ]

Unsure [ ]

Other (please specify): \_\_\_\_\_

\*Question could be cut to shorten overall survey length.

20. Thinking about last year, in what way(s), if any, has your housing selection criteria changed since last year?

- Not relevant/not student at institution last year [ ]

Wanted to live with friends [ ]

Wanted to live off campus [ ] PLEASE CHECK ALL THAT APPLY

Wanted bigger accommodations [ ]

Wanted quieter accommodations [ ]

Wanted better building quality [ ]

Want better rental quality [ ]

Wanted something cheaper [ ]

Wanted different location/neighborhood [ ]

Unsure [ ]

Other (please specify): \_\_\_\_\_

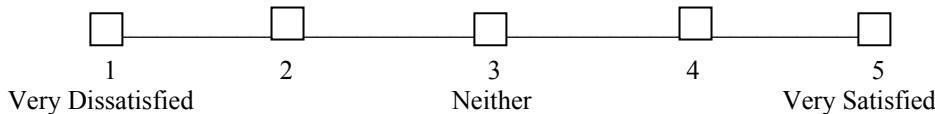
\*Question could be cut to shorten overall survey length.

\*Question could be cut to shorten overall survey length.

## **Quality of Accommodations**

The following questions focus on the quality of your present student housing accommodations and your level of satisfaction with your accommodations.

21. How satisfied are you with the overall quality of your current student housing accommodations? Please use a 5-point scale, where '1' means that you are very dissatisfied with the quality of your current housing, and '5' means that you are very satisfied with it. PLEASE PLACE YOUR SCORE IN THE DIAGRAM BELOW.



#### IF DISSATISFIED WITH HOUSING (SCORES OF 1-2):

22. Why are you dissatisfied with the overall quality of your current housing accommodations?

- |   |          |                  |
|---|----------|------------------|
| Poor neighborhood                         | [      ] |                  |
| Poor building quality/condition           | [      ] |                  |
| Too noisy                                 | [      ] | PLEASE CHECK ALL |
| Too small                                 | [      ] | THAT APPLY       |
| Relationship with roommates               | [      ] |                  |
| Poor location/too far from school/transit | [      ] |                  |
| Other (please specify): _____             |          |                  |

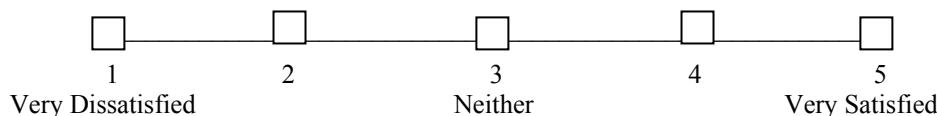
23. To what extent has the quality of your current housing accommodations met your expectations?

- Exceeded expectations [ ]  
Met expectations [ ]

Fell below expectations [ ]

24. How satisfied are you with the quality of each of the following aspects of your current housing accommodations? Please use a 5-point scale, where '1' means that you are very dissatisfied with that aspect of your current housing, and '5' means that you are very satisfied with it.

PLEASE PLACE YOUR SCORES IN THE TABLE BELOW (THE DIAGRAM BELOW IS JUST FOR ILLUSTRATION PURPOSES).



Aspects of Housing	Satisfaction Score
Overall quality of the building	
Overall quality of your housing unit/apartment	
Size of your housing unit/apartment	
Cost	
Location	
Safety	
Privacy	
Comfort/amenities	
Cleanliness	
Attentiveness of landlord/property manager	

25. Would you choose to live in these same accommodations again if you could?

Yes [ ]  
No [ ]

IF NO:

26. Why not? Please be specific in your answer.

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27. Is the unit in which you are living in need of any repairs? PLEASE CHECK ONE BOX ONLY

No, only regular maintenance is needed (e.g. painting, furnace cleaning, etc.) [ ]  
Yes, minor repairs are needed (e.g. missing/loose floor tiles or bricks, defective steps, etc.) [ ]  
Yes, major repairs are needed (e.g. plumbing, electrical wiring) [ ]

structural repairs to walls, etc.) [ ]  
Do not know/uncertain [ ]

28. How many times have you changed accommodations during your current studies at your present university/college? (DO NOT COUNT MOVES 'HOME' FOR THE SUMMER)

Not at all (i.e. stayed in same accommodations) [ ]  
Once [ ]  
Twice [ ] PLEASE CHECK ONE  
Three times [ ] BOX ONLY  
Four times [ ]  
More than four times [ ]

\*Question could be cut to shorten overall survey length.

IF STUDENT HAS MOVED:

29. Why have you changed accommodations?

Dissatisfaction with quality of accommodations [ ]  
Dissatisfaction with landlord/property manager [ ]  
Cost-related issues [ ] PLEASE CHECK ALL  
Accommodations no longer available [ ] THAT APPLY  
Dissatisfaction with roommates [ ]  
Asked to leave [ ]  
Housing accommodations criteria changed [ ]  
Simply wanted a change [ ]  
Wanted to live off campus [ ]  
Wanted to live on campus [ ]  
Other (please specify): \_\_\_\_\_

\*Question could be cut to shorten overall survey length.

## Non-School-Year Housing Options

IF LIVING IN INSTITUTION-OWNED/OPERATED ACCOMMODATIONS (BOTH ON- AND OFF-CAMPUS):

30. Where will you live when your current school year is over (e.g. during the summer period/co-op placement period if out-of-town)?

Will stay in housing owned/operated by university/college [ ]  
Will move back home [ ]  
Will rent from someone else [ ]  
Other (please specify): \_\_\_\_\_

IF RENTING FROM SOMEONE ELSE:

31. What will you do with your school-year accommodations when your school year is over (e.g. during the summer period/co-op placement period if out-of-town)?

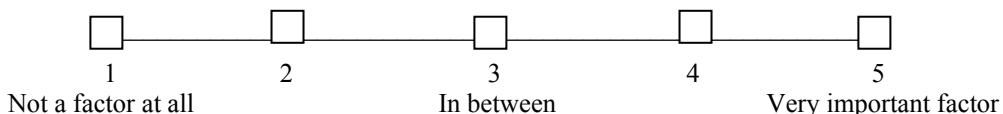
- Will stay in accommodations during this period [ ]  
Will sublet accommodations [ ]  
Will try to secure same accommodations for next year [ ]  
Nothing. Will simply leave [ ]  
Other (please specify): \_\_\_\_\_

## **Students Living at Home**

ASK ONLY THOSE LIVING AT HOME WITH PARENTS:

32. Earlier you indicated that you are living at home with your parent(s) or guardian(s). Why did you choose to live at home during your current post-secondary studies? For each of the potential reasons listed in the table below, please identify the extent to which that potential reason was a factor in your decision to attend your current university or college. To do this, please use a 5-point scale, where '1' means it was not a factor at all and '5' means it was a very important factor. If something does not apply to you, please indicate this (PROVIDE 'DOES NOT APPLY' OPTION)

PLEASE PLACE YOUR SCORES IN THE TABLE BELOW (THE DIAGRAM BELOW IS JUST FOR ILLUSTRATION PURPOSES).



Potential Reasons	Importance of factor
To save money	
Only way you could afford to attend school	
Prefer to live at home	
Parents wanted you to live at home	
Other (please specify):	

## Background Information

These last questions are for background and statistical purposes only. Please remember that your responses to these and other questions will be kept completely confidential.

33. In what year were you born?

Record year:

34. Are you male or female?

Male [ ]  
Female [ ]

35. What is the name of the post-secondary institution you are attending?

Record name: \_\_\_\_\_

36. What type of institution are you attending?

Public university [ ]  
Public college [ ]  
Private institution [ ]  
CEGEP [ ]

IF ATTENDING PUBLIC UNIVERSITY:

37. What program of study are you currently completing?

Graduate [ ]  
Undergraduate [ ]

IF UNDERGRADUATE STUDENT:

38. What year of your program are you currently completing?

First [ ]  
Second [ ]  
Third [ ]  
Fourth [ ]

IF GRADUATE STUDENT:

39. What program are you currently completing?

Masters [ ]  
PhD [ ]  
Professional degree (e.g. law, medical) [ ]

40. In what province is your institution located?

Nova Scotia [ ] Ontario [ ]

41. In what city is your institution located?

Record city: \_\_\_\_\_

42. Did you live in this city prior to attending your post-secondary institution? By this, we mean full-time, permanent residence (i.e. not just arriving a few weeks early).

Yes [ ]  
No [ ]

43. Are you in a co-op program, where your periods of study are broken up with periods of work at co-op placements relevant to your studies?

Yes [ ]  
No [ ]

44. Are you a...?

Canadian citizen/resident [ ]  
Foreign/international student [ ]

45. Are you...?

Single [ ]  
Married or living common law [ ]

The final question is related to the draw for the prizes. It must be filled out in order to be eligible for the draw.

46. Please provide your full name and phone number:

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**THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFUL FEEDBACK. IT IS MUCH APPRECIATED. GOOD LUCK WITH YOUR STUDIES.**

**Société canadienne d'hypothèques et de logement**  
**Étude sur le logement étudiant**

**Sondage auprès des étudiants**

**Page d'introduction :**

**Welcome to Canada Mortgage  
and Housing Corporation's  
online survey on post-secondary  
student housing in Canada**

To access the survey in English,  
please click below.

**ENGLISH**

**Bienvenue au sondage en ligne de la  
Société canadienne d'hypothèques et  
de logement concernant le logement  
étudiant dans les établissements  
postsecondaires au Canada**

Pour accéder à la version française du  
sondage, veuillez cliquer ci-dessous.

**FRANÇAIS**

**Introduction :**

Merci d'avoir accepté de participer à ce sondage en ligne sur le logement étudiant au Canada. Cette recherche est menée par la Société canadienne d'hypothèques et de logement (SCHL), l'organisme national responsable du logement au Canada. Il s'agit de l'étude la plus complète sur le logement étudiant jamais entreprise au Canada.

La SCHL a retenu les services de Phoenix Strategic Perspectives Inc., entreprise nationale de recherche, pour réaliser cette étude en son nom. Soyez assuré que vos réponses demeureront entièrement confidentielles. Si vous avez des questions à poser sur le sondage, veuillez vous adresser à M. Philippe Azzie de Phoenix par téléphone (613-567-3952) ou par courriel ([pazzie@phoenixspi.ca](mailto:pazzie@phoenixspi.ca)).

Pour être admissible au tirage, vous devez remplir le questionnaire. Le tirage aura lieu le 25 mars et les gagnants seront avisés par courriel.

Veuillez lire attentivement les questions et les instructions avant de répondre.

Cliquez sur le bouton Soumettre pour continuer.

## Aperçu de votre situation d'étudiant et de vos conditions de logement

1. Pour commencer, veuillez confirmer que vous êtes étudiant(e)? NE COCHEZ QU'UNE SEULE CASE

Étudiant(e) à temps plein [ ]  
Étudiant(e) à temps partiel, au moins 9 heures de cours ou de travaux par semaine [ ]  
Étudiant(e) à temps partiel, moins de 9 heures de cours ou de travaux par semaine [ ] SAUT À LA PAGE DE REMERCIEMENTS\*  
Étudiant(e) à temps partiel travaillant à une thèse de maîtrise ou de doctorat [ ]  
Pas étudiant(e) [ ] SAUT À LA PAGE DE REMERCIEMENTS\*

\*CES RÉPONSES MÈNENT À UNE PAGE OÙ ON REMERCIE LES PERSONNES D'AVOIR ACCEPTÉ DE RÉPONDRE AU SONDAGE, MAIS OÙ ON LES INFORME QU'ELLES NE RÉPONDENT PAS AUX CRITÈRES ET QU'ELLES NE PEUVENT ALLER PLUS LOIN.

2. Lequel des énoncés suivants correspond le mieux à votre situation actuelle?

J'habite à la maison avec mes parents ou tuteurs [ ]  
J'habite à la maison avec mon (ma) conjoint(e) et/ou mes enfants [ ] Veuillez cocher une seule case  
Ni l'un, ni l'autre [ ]

**LES ÉTUDIANTS/ÉTUDIANTES VIVANT CHEZ LEURS PARENTS PASSERAIENT AUX QUESTIONS 10 ET 32-45.**

## Caractéristiques du logement

La prochaine série de questions porte sur les caractéristiques du logement que vous occupez actuellement comme étudiant(e).

3. Quel type de logement occupez-vous actuellement? Veuillez cocher une seule case

Sur campus :

Résidence - Chambre individuelle [ ]  
Résidence - Chambre à deux [ ]  
Appartement [ ]  
Maison en rangée [ ]  
Maison [ ]

Autre (veuillez préciser) : \_\_\_\_\_

Hors campus :

Appartement [ ]  
Maison en rangée [ ]  
Maison [ ]  
Chambre louée [ ]  
Autre (veuillez préciser) : \_\_\_\_\_

DEMANDER AUX ÉTUDIANTS VIVANT HORS CAMPUS :

4. Votre établissement d'enseignement est-il propriétaire ou gestionnaire du logement dans lequel vous vivez?

Oui [ ]  
Non [ ]

5. Quelle est la taille du logement que vous occupez actuellement?

Studio (pas de chambre séparée) [ ]  
Logement d'une chambre [ ] Veuillez cocher une seule case  
Logement de deux chambres [ ]  
Logement de trois chambres ou plus [ ]

6. Combien de personnes habitent avec vous?

Personne d'autre [ ]  
Une personne [ ]  
Deux personnes [ ] Veuillez cocher une seule case  
Trois personnes [ ]  
Quatre personnes [ ]  
Cinq personnes ou plus [ ]

7. Quel loyer mensuel devez vous verser pour votre logement? Si vous partagez un logement, indiquez seulement le montant de votre part du loyer. Veuillez cocher une seule case

Moins de 200 \$	[ ]	601 \$ à 700 \$	[ ]
200 \$ à 300 \$	[ ]	701 \$ à 800 \$	[ ]
301 \$ à 400 \$	[ ]	801 \$ à 900 \$	[ ]
401 \$ à 500 \$	[ ]	901 \$ à 1 000 \$	[ ]
501 \$ à 600 \$	[ ]	Plus de 1 000 \$	[ ]

8. Parmi les éléments suivants, veuillez indiquer lesquels sont inclus dans votre loyer (c'est-à-dire le montant que vous avez indiqué dans votre réponse précédente).  
**VEUILLEZ COCHER TOUS LES ÉLÉMENTS QUI SONT INCLUS**

<b>Élément</b>	
Chauffage	
Électricité	
Meublé	
Service téléphonique local	
Service de télédistribution	
Service par satellite	
Accès Internet (standard)	
Accès Internet (haute vitesse)	
Réfrigérateur	
Cuisinière	
Repas/formule repas	
Stationnement	
Installations de lavage (gratuit ou payant)	
Salle de bain/douche privée	
Autre (veuillez préciser)	

9. Veuillez indiquer lesquelles des conditions ou obligations suivantes s'appliquent à votre logement. **VEUILLEZ DONNER UNE RÉPONSE POUR CHAQUE ÉLÉMENT.**

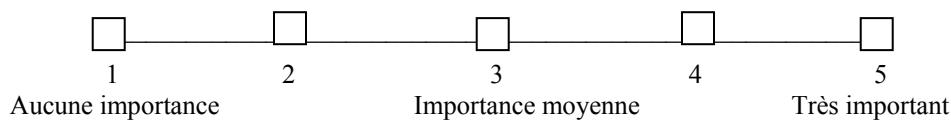
<b>Condition/obligation</b>	<b>Oui</b>	<b>Non</b>	<b>Ne sais pas</b>
Vous avez dû signer un bail			
Vous avez dû verser le premier et le dernier mois de loyer			
Vous avez dû autoriser une vérification de solvabilité			
Vous avez dû donner des références			
Vous avez dû donner un dépôt en cas de dommages (ne comprenant pas le premier ou le dernier mois de loyer)			
Vous avez dû trouver quelqu'un pour garantir ou cosigner votre bail.			
Vous avez le droit de sous-louer votre logement			
Autre (veuillez préciser)			

## Choix d'un établissement postsecondaire

Cette série de questions porte sur les facteurs reliés à votre choix de maison d'enseignement postsecondaire.

10. Quelle était l'importance de chacun des facteurs suivants dans le choix de l'établissement postsecondaire que vous fréquentez présentement? Veuillez utiliser une échelle de 5 points où « 1 » signifie que le facteur n'avait aucune importance et « 5 » signifie que le facteur était très important. SI QUELQUE CHOSE NE S'APPLIQUE PAS À VOUS, Veuillez l'indiquer (fournissez une option 'NE S'APPLIQUE PAS')

LE DIAGRAMME CI-DESSOUS SERT UNIQUEMENT À DES FINS D'ILLUSTRATION.  
VEUILLEZ INSCRIRE VOS COTES DANS LE TABLEAU PLUS BAS



Facteurs ou considérations	Importance du facteur
La réputation ou le calibre de l'établissement	
Le coût (frais de scolarité, nourriture, etc.)	
Considérations personnelles (p. ex. amis, parenté, relations)	
La localité ou la région où l'établissement est situé	
Facteurs de logement (c'est-à-dire qualité, coût, disponibilité)	
Offre de bourse ou de financement	
Commodité	
Le programme d'études offert	
La possibilité de rester à la maison	

## La recherche d'un logement étudiant

La prochaine série de questions traite des facteurs relatifs à votre recherche de logement étudiant.

11. Parmi les sources indiquées ci-dessous, veuillez indiquer celles que vous avez consultées pour trouver votre logement actuel. Indiquez toutes les sources utilisées, même si elles n'ont pas été utiles.

Source possible d'information ou d'aide	Source utilisée
Service de logement étudiant de votre établissement	
Site Web de l'établissement	
Bureau des admissions de l'établissement	

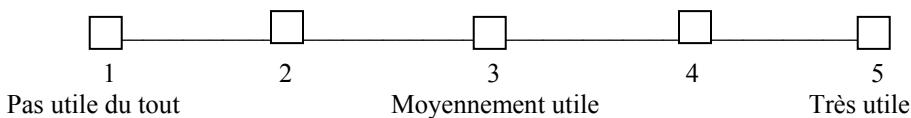
Bouche à oreilles/contacts/amis	
Journal/ petites annonces	
*Fédération ou association étudiante	
Internet (général)	
Promenade à pied	
Autre (veuillez préciser):	

\*Since few students reported using this source, this response category could be cut.

PARTIE 2. NE FAITES PARAÎTRE SUR L'ÉCRAN QUE LES ÉLÉMENTS IDENTIFIÉS DANS LA QUESTION PRÉCÉDENTE

12. Veuillez coter l'utilité de chaque source utilisée pour trouver votre logement actuel, à partir d'une échelle de 5 points où « 1 » signifie « pas utile du tout » et « 5 » signifie « très utile ».

LE DIAGRAMME SERT UNIQUEMENT À DES FINS D'ILLUSTRATION. Veuillez inscrire vos cotes dans le tableau ci-dessous



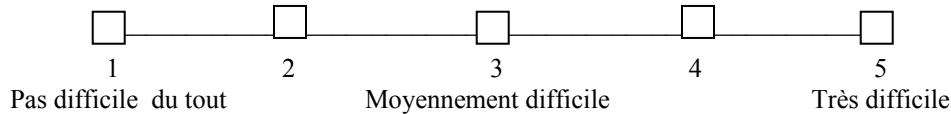
Source possible d'information ou d'aide	Utilité de la source
Service de logement étudiant de votre établissement	
Site Web de l'établissement	
Bureau des admissions de l'établissement	
Bouche à oreilles/contacts/amis	
Journal/ petites annonces	
<b>*Fédération ou association étudiante</b>	
Internet (général)	
Promenade à pied	
Autre (veuillez préciser):	

\*Since few students reported using this source, this response category could be cut.

13. Combien de temps vous a-t-il fallu pour trouver le logement que vous occupez actuellement? Veuillez indiquer le nombre de jours depuis que vous avez commencé à chercher activement

Moins de 7 jours	<input type="checkbox"/>	
7-14 jours	<input type="checkbox"/>	
15-28 jours	<input type="checkbox"/>	VEUILLEZ COCHER UNE SEULE CASE
29-50 jours	<input type="checkbox"/>	
Plus que 50 jours	<input type="checkbox"/>	

14. Quelle difficulté avez-vous eue à trouver votre logement actuel? Veuillez utiliser une échelle de 5 points où « 1 » signifie « pas difficile du tout » et « 5 » signifie « très difficile ». Veuillez placer votre réponse dans le diagramme ci-dessous



SI MOYENNEMENT/TRÈS DIFFICILE (COTES 3-5) :

15. Quelles difficultés avez-vous éprouvées?

Manque d'information	[      ]	
Information inexacte	[      ]	
Pénurie de logements	[      ]	VEUILLEZ COCHER
Logements trop chers	[      ]	TOUTES LES CASES
Commencé à chercher trop tard	[      ]	PERTINENTES
Distance/incapable d'aller sur place	[      ]	
Pas trouvé ce que je cherchais	[      ]	
Manque général d'expérience dans la recherche de logements	[      ]	
Manque de logements de bonne qualité	[      ]	
Difficulté à trouver de bons colocataires	[      ]	
Difficulté à être accepté comme locataire	[      ]	
Autre (veuillez préciser) _____		

## Critères de sélection du logement

La prochaine série de questions porte sur les critères que vous avez utilisés pour choisir votre logement étudiant.

POUR CEUX/CELLES QUI HABITENT DES LOGEMENTS DE L'ÉTABLISSEMENT (SUR LE CAMPUS OU HORS CAMPUS) :

16. Pourquoi avez-vous choisi d'habiter un logement de votre université ou collège?

Qualité globale	[      ]	
Facilité ou simplicité	[      ]	
Coût	[      ]	
Emplacement / proximité du campus	[      ]	VEUILLEZ COCHER
Sécurité	[      ]	TOUTES LES CASES
Confort/agréments	[      ]	PERTINENTES
Formule repas	[      ]	
Propreté	[      ]	
Communauté/pairs/rencontrer des gens	[      ]	
Pas de choix/ pas d'autre option	[      ]	
Autre (veuillez préciser) : _____		

\*Question could be cut to shorten overall survey length.

16b) Lequel de ces facteurs a été le plus important?

- |                                      |          |
|--------------------------------------|----------|
| Qualité globale                      | [      ] |
| Facilité ou simplicité               | [      ] |
| Coût                                 | [      ] |
| Emplacement / proximité du campus    | [      ] |
| Sécurité                             | [      ] |
| Confort/agréments                    | [      ] |
| Formule repas                        | [      ] |
| Propreté                             | [      ] |
| Communauté/pairs/rencontrer des gens | [      ] |
| Pas de choix/ pas d'autre option     | [      ] |
| Autre (veuillez préciser : _____)    |          |

\*Question could be cut to shorten overall survey length

SI VOUS LOUEZ D'UN AUTRE PROPRIÉTAIRE :

17. Pourquoi avez-vous choisi d'habiter un logement d'un propriétaire autre que votre université ou collège?

- |   |          |
|---|----------|
| Coût  | [      ] |
| L'institution n'est pas propriétaire de logement  | [      ] |
| Emplacement   | [      ] |
| Avoir plus de place   | [      ] |
| Choisir vos propres colocataires  | [      ] |
| Intimité  | [      ] |
| Indépendance  | [      ] |
| Meilleur rapport qualité-prix   | [      ] |
| Tranquillité  | [      ] |
| Pour faire changement (c'est-à-dire que vous avez déjà habité des logements de l'université ou collège) | [      ] |
| Demande refusée pour les logements de l'université ou collège   | [      ] |
| Manque d'information de l'institution concernant la disponibilité de logement                           |          |
| Autre (veuillez préciser): _____  |          |

\*Question could be cut to shorten overall survey length

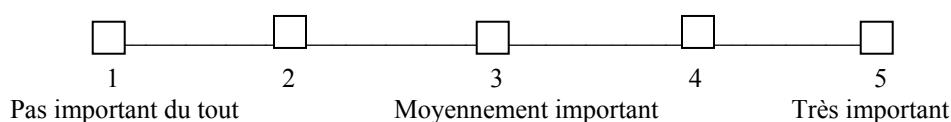
17b) Lequel de ces facteurs a été le plus important?

- |  |          |
|--|----------|
| Coût   | [      ] |
| L'institution n'est pas propriétaire de logement | [      ] |
| Emplacement                                      | [      ] |
| Avoir plus de place                              | [      ] |

Choisir vos propres colocataires	[ <input type="checkbox"/> ]	VEUILLEZ COCHER
Intimité	[ <input type="checkbox"/> ]	UNE SEULE CASE
Indépendance	[ <input type="checkbox"/> ]	
Meilleur rapport qualité-prix	[ <input type="checkbox"/> ]	
Tranquillité	[ <input type="checkbox"/> ]	
Pour faire changement (c'est-à-dire que vous avez déjà habité des logements de l'université ou collège)	[ <input type="checkbox"/> ]	
Demande refusée pour les logements de l'université ou collège	[ <input type="checkbox"/> ]	
Manque d'information de l'institution concernant la disponibilité de logement		
Autre (veuillez préciser): _____		

18. Veuillez coter l'importance des considérations ou facteurs suivants dans le choix que vous avez fait de votre logement actuel en utilisant une échelle de 5 points où « 1 » signifie « pas important du tout » et « 5 » signifie « très important ».

VEUILLEZ INSCRIRE VOS COTES DANS LE TABLEAU CI –DESSOUS. (LE DIAGRAMME SERT UNIQUEMENT À DES FINS D'ILLUSTRATION).



Facteurs ou considérations possibles	Importance du facteur
Qualité globale	
Coût	
Emplacement (c'est-à-dire proximité du campus)	
Sécurité	
Intimité	
Croissance personnelle/ indépendance	
Confort/agréments	
Propreté	
Choisir vos propres colocataires	
Avoir plus de place	
Formule repas	
Communauté/pairs/rencontrer des gens	

19. Croyez-vous que vos critères de sélection d'un logement changeront l'an prochain et, si oui, de quelle manière?

---

Aucun changement [ ]  
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- Je voudrai vivre avec des amis [ ]  
 Je voudrai vivre hors campus [ ]  
 Je voudrai un logement plus grand [ ] Veuillez cocher  
 Je voudrai un logement plus tranquille [ ] toutes les cases  
 Je voudrai un logement mieux construit [ ] pertinentes  
 Je voudrai un logement moins cher [ ]  
 Je voudrai un autre emplacement/quartier [ ]  
 Incertain [ ]

Autre (veuillez préciser): \_\_\_\_\_  
 \*Question could be cut to shorten overall survey length

**20. Par rapport à l'an dernier, vos critères de sélection ont-ils changé et comment?**

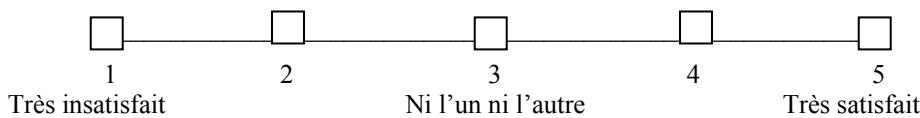
- Pas pertinent/ pas étudiant ici l'an dernier [ ]  
 Je voulais vivre avec des amis [ ]  
 Je voulais vivre hors campus [ ] Veuillez cocher  
 Je voulais un logement plus grand [ ] toutes les cases  
 Je voulais un logement plus tranquille [ ] pertinentes  
 Je voulais un logement mieux construit [ ]  
 Je voulais un logement moins cher [ ]  
 Je voulais un autre emplacement/quartier [ ]  
 Incertain [ ]

Autre (veuillez préciser): \_\_\_\_\_  
 \*Question could be cut to shorten overall survey length

## Qualité du logement

Les questions suivantes portent sur la qualité de votre logement étudiant actuel et sur votre satisfaction à l'égard de votre logement.

**21. Dans quelle mesure êtes-vous satisfait de la qualité globale de votre logement étudiant actuel? Veuillez utiliser une échelle de 5 points où « 1 » signifie « très insatisfait » et « 5 » signifie « très satisfait ». Veuillez inscrire vos cotes dans le diagramme ci-dessous.**



SI VOUS ÊTES INSATISFAIT DU LOGEMENT (COTES 1 OU 2) :

**22. Pourquoi êtes-vous insatisfait de la qualité globale de votre logement actuel?**

- Quartier démuni [ ]  
 Mauvais état/qualité de l'immeuble [ ]  
 Trop de bruit [ ] Veuillez cocher

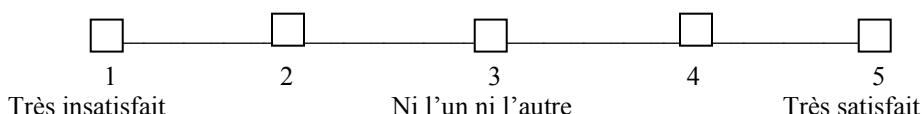
Trop petit [ ] TOUTES LES CASES  
Relations avec les colocataires [ ] PERTINENTES  
Mal situé/trop loin de l'école/  
des transports en commun [ ]  
Autre (veuillez préciser): \_\_\_\_\_

23. Dans quelle mesure est-ce que la qualité de votre logement actuel correspond à vos attentes?

Supérieure à mes attentes [ ]  
Égale à mes attentes [ ]  
Inférieure à mes attentes [ ]

24. Dans quelle mesure êtes-vous satisfait de la qualité de chacun des aspects suivants de votre logement actuel? Veuillez utiliser une échelle de 5 points où « 1 » signifie « très insatisfait » et « 5 » signifie « très satisfait » de chaque élément.

VEUILLEZ INSCRIRE VOS COTES DANS LE TABLEAU CI-DESSOUS. (LE DIAGRAMME SERT UNIQUEMENT À DES FINS D'ILLUSTRATION).



<b>Aspects du logement</b>	<b>Cote de satisfaction</b>
Qualité générale de l'immeuble	
Qualité générale de votre logement/appartement	
Taille de votre logement/appartement	
Coût	
Emplacement	
Sécurité	
Intimité	
Confort/agréments	
Propreté	
Attitude du propriétaire/gestionnaire immobilier	

25. Est-ce que vous choisiriez de vivre encore une fois dans ce logement si c'était possible?

Oui [ ]  
Non [ ]

SI VOUS AVEZ RÉPONDU NON :

26. Pourquoi pas? Veuillez donner des raisons précises.

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27. Le logement où vous habitez a-t-il besoin de réparations? Veuillez cocher une seule case

- Non, seulement l'entretien ordinaire (p. ex. peinture,  
nettoyage du système de chauffage, etc.) [ ]

Oui, il faut des réparations mineures (p. ex. briques ou carreaux manquants  
ou mal fixés, marches défectueuses, etc.) [ ]

Oui, il faut des réparations majeures (p. ex. plomberie, électricité,  
réparations structurales des murs, etc.) [ ]

Ne sais pas/ incertain [ ]

28. Combien de fois avez-vous changé de logement pendant vos études à l'université ou au collège que vous fréquentez actuellement? (NE COMPTEZ PAS LES DÉMÉNAGEMENTS « À LA MAISON » POUR L'ÉTÉ)

- |   |          |
|---|----------|
| Jamais (c'est-à-dire resté dans le même logement) | [      ] |
| Une fois  | [      ] |
| Deux fois   | [      ] |
| Trois fois  | [      ] |
| Quatre fois                                       | [      ] |
| Plus de quatre fois                               | [      ] |

\*Question could be cut to shorten overall survey length.

## SI L'ÉTUDIANT A DÉMÉNAGÉ :

#### **29. Pourquoi avez-vous changé de logement?**

- Insatisfait de la qualité du logement [ ]

Insatisfait du propriétaire/ gestionnaire immobilier [ ]

Problèmes reliés au coût [ ] Veuillez cocher

Logement n'était plus disponible [ ] Toutes les cases

Insatisfait des colocataires [ ] Pertinentes

Mis à la porte [ ]

Changement des critères de logement [ ]

Simple désir de changement [ ]

Désir de vivre hors campus [ ]

Désir de vivre sur campus [ ]

Autre (veuillez préciser): \_\_\_\_\_

## Choix de logement après l'année scolaire

SI VOUS HABITEZ DANS UN LOGEMENT DE L'UNIVERSITÉ OU DU COLLÈGE (SUR LE CAMPUS OU HORS CAMPUS):

30. Où habiterez-vous quand l'année scolaire sera terminée (p. ex. pendant l'été/ un stage en dehors de la ville)?

- Restera dans le logement de l'université ou du collège [ ]  
Retournerai à la maison [ ]  
Louerai de quelqu'un d'autre [ ]  
Autre (veuillez préciser): \_\_\_\_\_

SI VOUS LOUEZ DE QUELQU'UN D'AUTRE?

31. Que ferez-vous de votre logement étudiant quand l'année scolaire sera terminée (p. ex. pendant l'été/ un stage en dehors de la ville)?

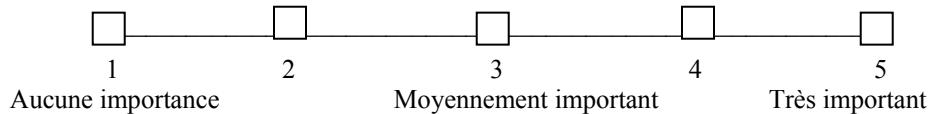
- Je resterai dans le logement [ ]  
Je sous-louerai le logement [ ]  
J'essaierai d'avoir le même logement l'an prochain [ ]  
Rien. Je vais simplement m'en aller [ ]  
Autre (veuillez préciser): \_\_\_\_\_

## Étudiants vivant à la maison

UNIQUEMENT POUR CEUX/CELLES QUI VIVENT À LA MAISON AVEC LEURS PARENTS :

32. Vous avez déclaré que vous vivez à la maison avec vos parents ou tuteurs. Pourquoi avez-vous choisi de vivre à la maison pendant vos études postsecondaires actuelles? Veuillez indiquer dans quelle mesure chacune des raisons possibles énumérées dans le tableau ci-dessous a joué dans votre choix d'université ou de collège. Veuillez utiliser une échelle de 5 points où « 1 » signifie que le facteur n'avait aucune importance et « 5 » signifie que le facteur était très important. SI QUELQUE CHOSE NE S'APPLIQUE PAS A VOUS, VEUILLEZ L'INDIQUER (FOURNISSEZ UNE OPTION 'NE S'APPLIQUE PAS')

LE DIAGRAMME CI-DESSOUS SERT UNIQUEMENT À DES FINS D'ILLUSTRATION.  
VEUILLEZ INSCRIRE VOS COTES DANS LE TABLEAU PLUS BAS.



Raisons possibles	Importance du facteur
Pour épargner de l'argent	
Seule façon d'avoir les moyens d'étudier	

Je préfère vivre à la maison	
Mes parents voulaient que je vive à la maison	
Autre (veuillez préciser):	

## Renseignements généraux

Ces dernières questions sont posées à des fins d'information générale et de statistiques seulement. N'oubliez pas que vos réponses à ces questions, comme toutes les autres, demeureront entièrement confidentielles.

33. En quelle année êtes-vous né(e)?

Inscrire l'année : \_\_\_\_\_

34. Êtes-vous un homme ou une femme?

Homme [ ]  
Femme [ ]

35. Quel est le nom de l'institution postsecondaire que vous fréquentez?

Inscrire le nom : \_\_\_\_\_

36. Quelle sorte d'établissement fréquentez-vous?

Université publique [ ]  
Collège public [ ]  
Établissement privé [ ]  
CEGEP [ ]

SI VOUS FRÉQUENTEZ UNE UNIVERSITÉ PUBLIQUE :

37. À quel programme d'études êtes-vous inscrit?

Études supérieures [ ]  
Premier cycle [ ]

SI VOUS ÊTES ÉTUDIANT(E) DE PREMIER CYCLE :

38. En quelle année du programme êtes-vous actuellement?

Première [ ]  
Deuxième [ ]  
Troisième [ ]  
Quatrième [ ]

SI VOUS ÊTES AUX ÉTUDES SUPÉRIEURES :

39. À quel programme êtes-vous inscrit?

Maîtrise [ ]  
Doctorat [ ]  
Degré professionnel (ex. droit, médecine) [ ]

40. Dans quelle province est situé votre établissement?

Nouvelle-Écosse [ ] Ontario [ ]

41. Dans quelle ville est situé votre établissement?

Inscrire la ville : \_\_\_\_\_

42. Avez-vous habité dans cette ville avant d'entreprendre vos études postsecondaires? Il s'agit ici d'un domicile permanent (c'est-à-dire pas seulement arriver quelques semaines d'avance).

Oui [ ]  
Non [ ]

43. Êtes-vous inscrit à un programme comportant des stages de travail alternant avec des périodes de cours?

Oui [ ]  
Non [ ]

44. Êtes-vous ...?

Citoyen/résident canadien [ ]  
Étudiant étranger/international [ ]

45. Êtes-vous ...?

Célibataire [ ]  
Marié ou conjoint de fait [ ]

La dernière question est posée en vue du tirage. Il faut y répondre pour être admissible au tirage.

46. Veuillez indiquer votre nom complet et votre numéro de téléphone :

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**MERCI D'AVOIR PRIS LE TEMPS DE RÉPONDRE À NOTRE SONDAGE. NOUS VOUS SOUHAITONS BONNE CHANCE DANS VOS ÉTUDES.**

## **Prize Winners Email**

**Prize Winners Email**

April 15<sup>th</sup>, 2004

Re: You are a winner of the CMHC Student Housing Survey draw

Dear X:

Congratulations! By completing the CMHC online survey on Student Housing, you were entered into a draw to win a prize. Your name was randomly selected from among those that completed the survey. You have won X. Please reply to this email message and include your mailing address, so that we may forward your prize to you by mail.

Again, thank you for taking the time to help with this very important research.

Good luck with your studies.

Sincerely,