



**CONCORDIA  
STUDENT  
UNION**

# **2025 ANNUAL UNDERGRADUATE SURVEY**

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# In this report

<b>Introduction and Methodology</b>	<b>1</b>
<b>Demographic Information</b>	<b>2</b>
<b>Residency Status, Housing, Insurance and Financials</b>	<b>3</b>
<b>Experience in Academia</b>	<b>5</b>
<b>Health and Drug Use</b>	<b>6</b>
<b>Campus Experience</b>	<b>9</b>
<b>Accessibility</b>	<b>11</b>
<b>CSU Services and Student Participation</b>	<b>12</b>

# Introduction

The role of the Concordia Student Union (CSU) is to represent and advocate for the students' needs, concerns and interests. The aim of the Annual Undergraduate Survey (AUS) is to gather student feedback on a wide range of topics, in order to update the limited available data on undergraduate students at Concordia. As a union that represents over 35,700 students, the AUS will keep the CSU up to date on students' experiences and issues at the university. The survey focuses on seven general areas: student demographics, housing and financials, experience in academia, health and drug use, campus experience, accessibility, and CSU services and student participation.

A total of 330 undergraduate students responded to the survey, in which the data will serve to:

- Inform us on student demographics,
- Support CSU advocacy and projects,
- Improve CSU services and resources,
- Provide evidence to the university on what changes need to be made to improve undergraduate students' experiences,
- Create a longitudinal data set to see how the data changes over time.

## Methodology Survey Questions

The survey consisted of 125 questions. Certain questions were conditional and not visible depending on the response. 103 questions appeared to all respondents, and most of these were mandatory. However, in most of them there were options such as "I prefer not to say" or "I don't know." At the beginning of the survey, respondents were asked their names and student numbers solely to verify that they were undergraduate students at Concordia. The responses to this survey remain anonymous. Only the Academic and Advocacy Coordinator and the Academic Researchers at the CSU had access to responses to write this report.

## Dissemination and Outreach

The survey was active for 23 days, from February 17 to March 11, 2025. The dissemination and outreach for the survey consisted of postering all Concordia Sir George Williams poster boards, sending information through the CSU newsletter and social media platforms, and some class announcements. In addition, there were incentives for 10 gift cards with \$50 each for the Hive to incentivize students to participate in the survey.

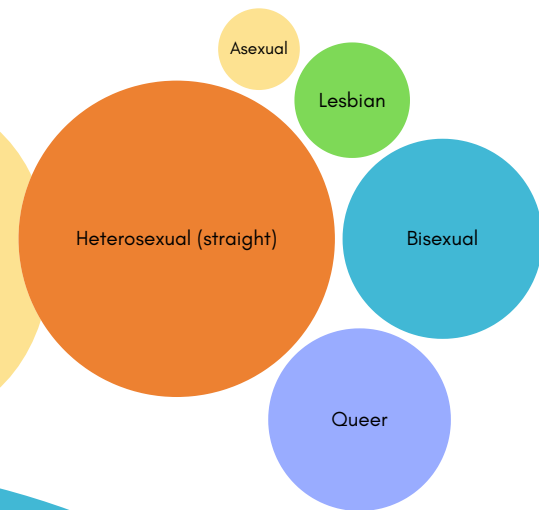
Disclaimer: this year there were no posters or tabling in the Loyola campus. Due to a limited number of responses, the claims made in this report may not reflect the student body as a whole.

# Demographics

The first section of the survey focused on demographic data of the undergraduate body at Concordia. This is important for the CSU to know given the diversity of backgrounds our students present, since needs vary depending on various factors. Questions in this section included age, gender identity, sexual orientation, race and ethnicity and languages spoken by respondents.

The majority of the students who responded to this survey were **between the ages of 20-24 (68%)**, identified as **cisgender women (62%)**, identify as **white (54%)**, are **heterosexual (45%)**, and are **Quebec residents (48%)**.

Most respondents are 21 years old (18%). There were only a handful of students who reported being under 20 or over 24 years old. Further, most respondents identify as cisgender women (62%), followed by cisgender men (15%). About half respondents are heterosexual, followed by 18% bisexual, 15% queer, 6% lesbian and 3% asexual.



Almost half of the respondents are of White European descent, followed by 8% East Asian, 8% Latin American, 8% South Asian, 8% Middle Eastern (Southwest Asian), 7% Black (African descent), 3% Indigenous (First Nations, Inuit, Métis), and 2% North African. Over half of the respondent speak the following languages most often at home: English (55%), followed by French (24%), Spanish (4%), and others.

# Residency Status, Housing, Insurance and Financials

This section of the survey focused on students' residency status, housing, insurance, and financial situation. This relates to the recent changes in immigration legislation in Quebec and Canada, the hikes in tuition implemented for out-of-province students, and the housing crisis. Additionally, there were questions about living arrangements and reliance on public transit in reference to the reduction of the Shuttle bus hours between Loyola and Downtown campus. Questions on financial status included whether respondents have jobs, how it impacts their time to study, and if they receive financial aid.

## *Residency Status*

Almost half of the respondents (48%) are Quebec residents, followed by a 38% being Canadian citizens or permanent residents. 13% of respondents are international students.

74% of respondents report they will not be affected by the recent changes in immigration legislation and 55% report they have not been affected by tuition hikes. This is likely since most of the respondents are not international students. However, 16% of respondents claim they "don't know" if they will be affected by changes immigration legislation and 15% don't know if they will be affected by tuition hikes.

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## *Housing*

45% of respondents live with a roommate, partner, or child, and 38% live with family. Almost half of the respondents live with 1 other person.

84% of students rely on public transit to get to and from school. Additionally, almost all students (91%) report that easy access to public transit affects where they choose to live.

# Residency Status, Housing, Insurance and Financials

## *Financials*

In terms of financial aid, 35% of respondents are supported by family, 21% receive student loans, and 20% claim they receive no financial aid. Only 19% have scholarships and/ or bursaries.

Further, 48% have a part-time job during the academic year. 15% report that they have looked for a job and have been unable to find one. Only 4% say they have a paid internship, research assistant or co-op position. Most students who have jobs work 15 or 20 paid hours. Out of a scale from 1 to 5 (1 being never and 5 being always) 31% of students say financial stress is part of their realities as students.

Most respondents claim they have 10-20 hours a week to do schoolwork.

# Experience in Academia

**This section of the survey included questions about students' experience in academia. This section examines students' experiences in the classroom and what they think about their program curriculum.**

Almost half of respondents (46%) believe that the teaching methods of their professors have been beneficial to their learning experience. A majority of 30% of responders feel somewhat equipped to enter their related workforce or pursue further education. Additionally, 39% think that only sometimes the amount of coursework assigned is appropriate and proportional to the number of credits they receive.

More than half of the respondents feel like they have no say in the syllabus, teaching methods, and evaluation format at Concordia. They also feel like they have no say in the decision-making and the campus environment (renovations, construction work).

Students expressed that they want Concordia to implement a choice in the evaluation format of a class (29%), and that they would like to have more opportunities to learn outside the classroom and in the Montreal community (25%). Another 24% say they would like to have a way to give feedback to professors half-way through the semester for professors to improve their pedagogical tools.

# Health and Insurance

The fourth section of the survey focused on healthcare and drug use by students. Questions were focused on the accessibility of healthcare for students in Montreal and whether students took advantage of health insurance provided by the CSU. Furthermore, questions assessed whether schoolwork affected negatively the respondents' mental health and the link to substance use and abuse.

## Healthcare and Accessibility:

- 54% of students believe that healthcare is not easily accessible for students in Montreal, regardless of economic situation.
- Many students are not fully informed on the CSU Health and Dental Plan: 60% are enrolled but 28% aren't and 11% did not know if they were or not.
- The **most used** health insurance service was **dental insurance (25%)**.
- The least used insurance services were **Vision Coverage and Maple (Telemedicine) (11% respectively)**.
- Regarding **International Students**, there were only 43 responses regarding **BlueCross Insurance**.
  - **67% of international students were satisfied with their coverage.**
  - **39% of international students did not know they could enroll in the CSU Dental Insurance Plan, or if they were enrolled in the first place.**

## CSU INSURANCE: Enrolling, Opting Out, Troubleshooting

When questioned on the process of opting out and self-enrolling in the CSU insurance, results showed that only 13% had issues opting out, while 61% had never attempted to opt out in the first place. Regarding self-enrolling, only 9% of students had issues with this process.

Furthermore, 51% of students did not face any issues when activating their insurance account. Followed by 18% who were not eligible in the first place. 15% faced problems when obtaining their StudentCare ID and PIN, 8% had issues registering an account with Desjardins, and 9% had trouble with both.

## General Satisfaction with Health Insurance:

★★★★☆

**Dental Insurance:** ★★★★★☆

**EmpowerMe:** ★★★★★☆

**Travel Coverage:** ★★★★★☆

**Vision Coverage:** ★★★★★☆

**Gender Affirming Care:** ★★★★★☆

**Maple Telemedicine:** ★★★★★☆

*The survey asked students to rate their satisfaction level with various insurance services. The responses for this section were quite limited so it should be noted that these results are pertinent to students who are **eligible** for certain insurance coverages, as well as more specific cases such as **gender affirming care**. The lack of responses in this section could be a consequence of these questions not being mandatory, or the demographic of respondents not having used these services/not being eligible for certain kinds of coverage\**



# Health and Insurance

## Student Comments:

A significant concern among the responses addressed the need for **better health practitioners**, especially in the mental health field, as well as a more easily accessible way to make appointments.

Most comments addressed the **limited coverage** provided by both **Student Care** and **BlueCross** in terms of **accessibility and disability rights**, stating that the frameworks followed by the insurance companies fall under the assumption that all students are able-bodied, young, and completely healthy. There seems to be a lack of funding and information regarding gender affirming care as well. **51%** of students have a **private insurance plan** that they rely on, **7%** have an **international insurance plan**, and **34%** of students rely entirely on the **CSU insurance plan**. Only **2%** of students depend on the **RAMQ**.

Students suggested that it should be easier to **opt-out** of **Student Care**, due to the additional fee added to students' accounts as well as the uncertainty regarding general insurance coverage.

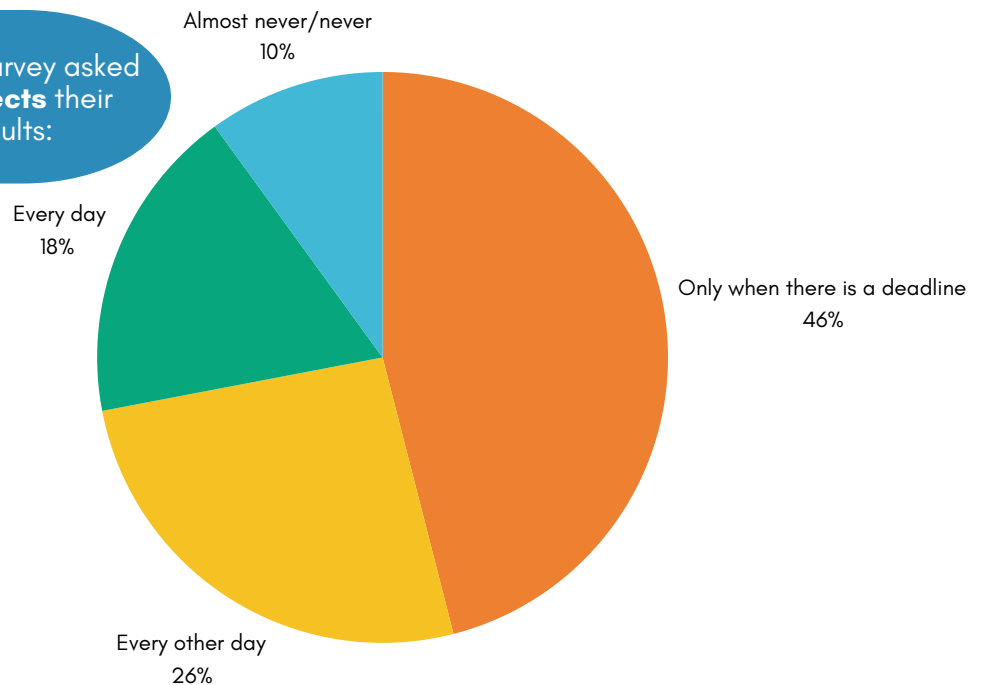
Students also commented on the lack of clarity and transparency of Student Care, as well as accessibility issues with the website particularly when filing claims online.

International students addressed the financial strain that Blue Cross Insurance causes due to its policy of students having to self-pay first and then wait for reimbursement.

This applies to all medication, walk-in appointments, and tests.

# Mental Health and Drug Use

Regarding Students' Mental Health, the survey asked how often **schoolwork negatively affects** their mental health with the following results:

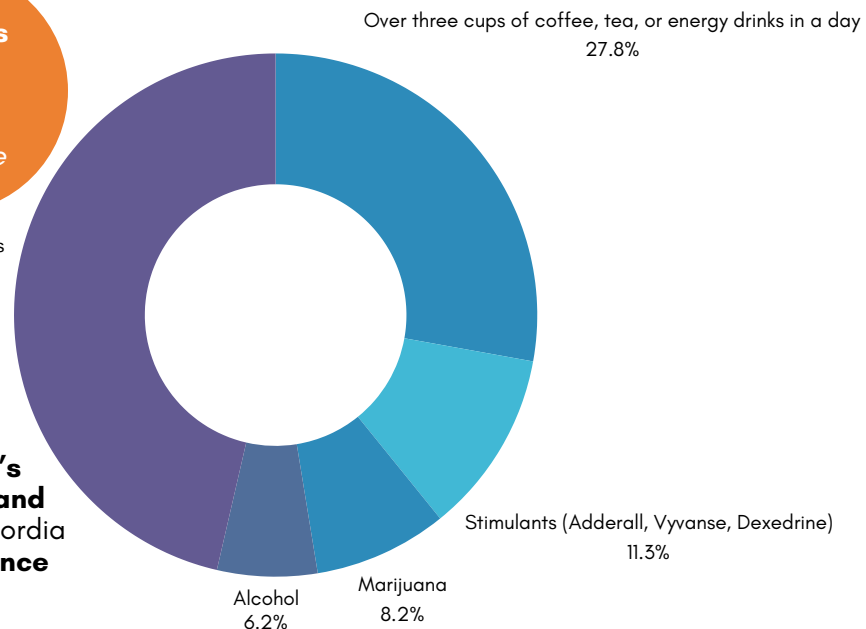


Furthermore, in the **last 12 months**, students report consuming substances **for academic purposes, such as to help with concentration, memorization, alertness, and motivation.**

*It is important to note that the possibility of these being consumed for recreational purposes outside of the scope of the survey still stands\**

No Substance Consumption for Academic Purposes  
46.4%

**Only 4% of students have used any of Concordia's mental health services to address substance use and abuse.** Coincidentally, most students believe that Concordia is **NOT appropriately equipped to deal with substance use and abuse concerns among students.**

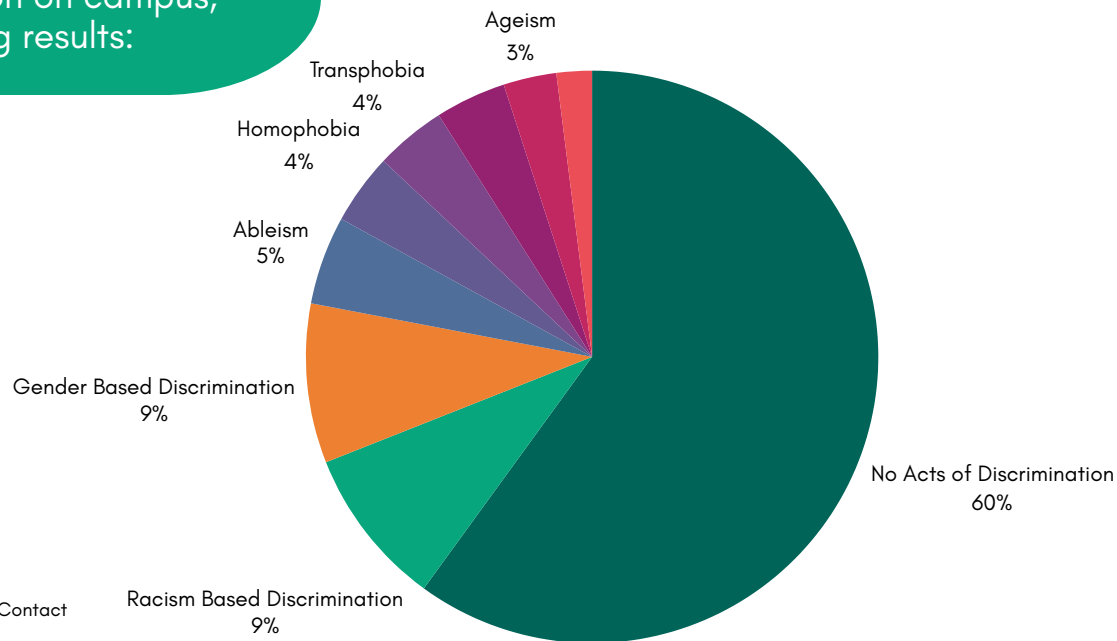


53% of students responded that it is **necessary** to have a **harm reduction initiative** within the university (a Judgement free space, peer support network that can aid in easing the transition into recovery) as it was proposed through the creation of the **CARE Center** (formerly known as RAWCC).

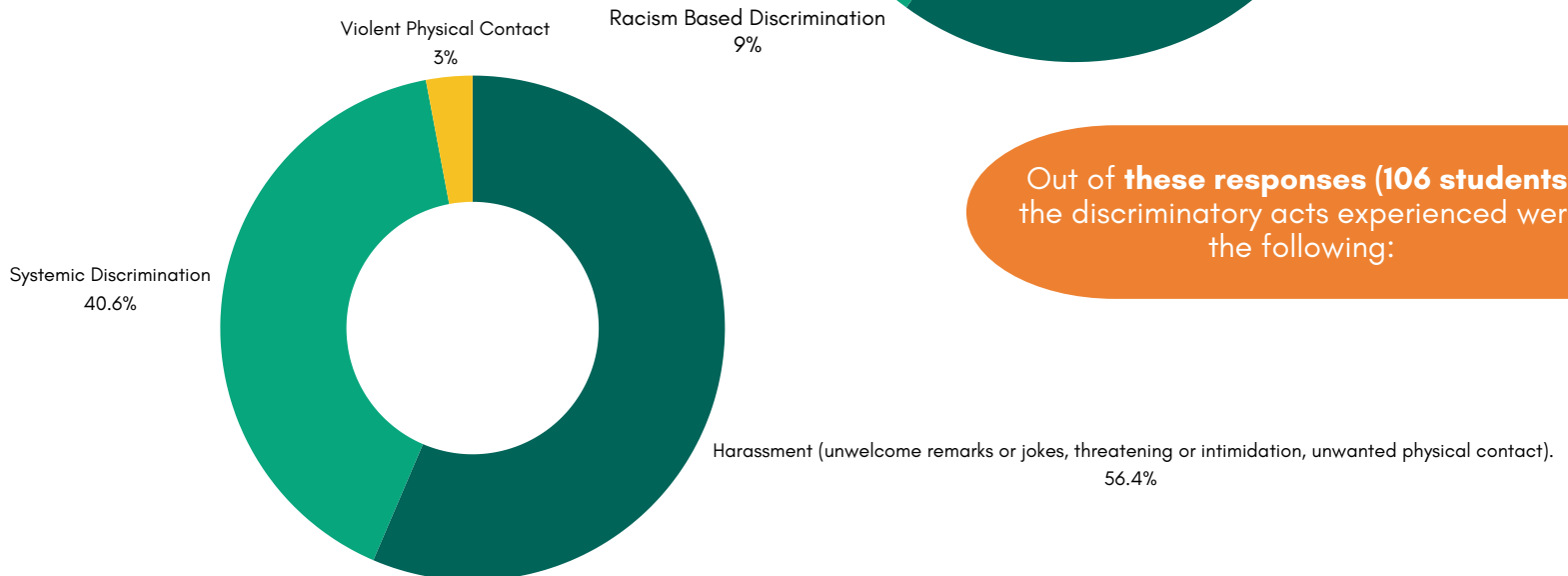
# Campus Experience

The section on campus experience assessed whether students had experienced acts of discrimination on campus. These questions sought to understand the nature of the discrimination, the responses from students, patterns of perpetrators, etc. Furthermore, this section sought to examine the role of CSPS in these interactions (whether positive or negative).

Students were asked if they had experienced Identity-based discrimination on campus, leading to the following results:



Out of **these responses (106 students)** the discriminatory acts experienced were the following:



Most of these experiences happened either on campus or in the classroom. Out of these responses, most acts of discrimination were perpetrated by another student, followed by unknown people or strangers. Only a small percentage of these acts were perpetrated by professors, Concordia Staff, and CSPS.

In regards to contacting CSPS when feeling unsafe on campus, **83% have not tried to report these incidents to security, while only 17% have.**

# Campus Experience

## CSPS and Campus Safety:

**Students were asked to rate the efficacy and quality of service provided by CSPS, from 1-5 (from insufficient to sufficient), leading to an average of 2 stars.**

**Students were asked about the increased presence of security on campus and whether they felt positively or negatively affected by it.**

Negatively	Positively	Indifferent
<p>Students reported feeling constantly surveilled, racially profiled. They argue CSPS is being used as a scare tactic from the university against the students speaking out: they are against the university's financial resources being used for this hiring increase. They report being hyper vigilant of their surroundings, more stressed out, and less welcome on their campus. Students are concerned about the university policing and controlling them. There is a large general concern regarding the on-campus arrests perpetrated by CSPS, as well as the push for the removal of facemasks for "identification" purposes. Additionally, students report being personally harassed by CSPS if wearing certain garments (Keffiyehs, medical masks, sunglasses, head-coverings) during days where protests were taking place on campus. Students report feeling afraid of campus security to the point of not coming to school on days where political mobilization is taking place as a consequence of the interventionist approach from CSPS, and the physical detaining of students.</p>	<p>Students report feeling safe on campus or being impacted positively by the increased security. Most of these responses did not have any further elaboration.</p>	<p>Some students reported not being affected by the increased presence of security on campus at all.</p>

**These results were provided alongside with personal statements from students regarding threatening encounters with CSPS. In general, these demonstrate a sentiment of surveillance and high vigilance on campus especially for racialized students, or students who participate in political mobilization.**

# Accessibility

**This section looks at accessibility for students with disabilities (both physical and learning disabilities), students' experiences on campus, and how accessible they find campus to be.**

**27%** of respondents identified themselves as having a **disability**, with a **high percentage being registered with the Access Center for Students with Disabilities**. With regards to accessibility in the academic context, **29%** of students stated that professors are not adequately trained to ensure students with disabilities are supported and not discriminated against in the classroom, whilst only **12%** believed the professors are trained adequately.

Moreover, **11% of students have had to drop a course due to it being inaccessible**.

Regarding classroom environments and physical needs, most students are satisfied with the accessibility of these, with only 9% stating that classrooms are inaccessible or not properly equipped. Furthermore, when asked if Concordia buildings in general are accessible to the physical needs of students with disabilities, 78% stated that it does not apply to them, 12% find it accessible, and 10% find it inaccessible.

## COVID-19

**Regarding COVID-19 safety precautions, 65% of students feel satisfied with the university's measures. With suggestions regarding the re-implementation of mask dispensers on buildings, encouraging students to stay at home when sick, hand-sanitizer stations, and not prosecuting students for masking.**

**Furthermore, some students suggested less crowded classrooms, installation of air purifiers, mandated masking in heavily crowded areas, providing the students with free COVID tests, vaccination campaigns, and updates on the spread of the virus.**

# CSU Services and Student Participation

This section focused on evaluating CSU services, gaining insight from the student's perspective on the accessibility and efficacy of these, and getting suggestions on how to improve student participation in CSU elections and initiatives. Furthermore, exploring the CSU services that the students are familiar with, and which ones need more outreach.

## Student Suggestions for the Improvement of CSU Services

When asked which resources the students knew about before filling out the survey, most of the responses highlighted **HOJO**, the **CSU Advocacy Center**, **funding to student groups**, the **Legal Information Clinic**, and the **CSU Daycare**. The lesser-known services were the Legal Care Program, Food Vouchers, and the Woodnote. Furthermore, 83% of students are either not enrolled or unaware of the StudentCare Legal program. Half of the students stated having opted out of the program.

40% of students find the CSU resources only somewhat accessible, with a close 33% stating that they are fully accessible. 21% of students stated not being familiar with CSU services before the survey.

## Visibility

Better advertising on campus and on social media, making services known, increasing staff in the Loyola Campus, as well as a daycare in the Loyola Campus. Another suggestion was having CSU members drop in on classes at the beginning of the term to introduce themselves and the services. More **campus presence** outside of the Hall Building. Being clear regarding the organizational structure of the CSU, the role and responsibility carried within each position, as well as how the CSU operates. Making meeting minutes promptly available, publicizing committee meeting minutes. Push for more **hands-on initiatives** that involve students within **student governance**, instead of the election period being the key time of the year when student participation is encouraged.

## Services

Services: Focusing on strengthening key resources before expanding outwards onto new initiatives or projects. Providing clearer guidelines on how to access services (e.g. location for services, opening hours, etc.). Expanding bursaries and vouchers to take financial pressure off the students. **Making it clear which services are independent of Concordia**. Students having more protection on campus from the administration, pushing for institutional open university transparency.

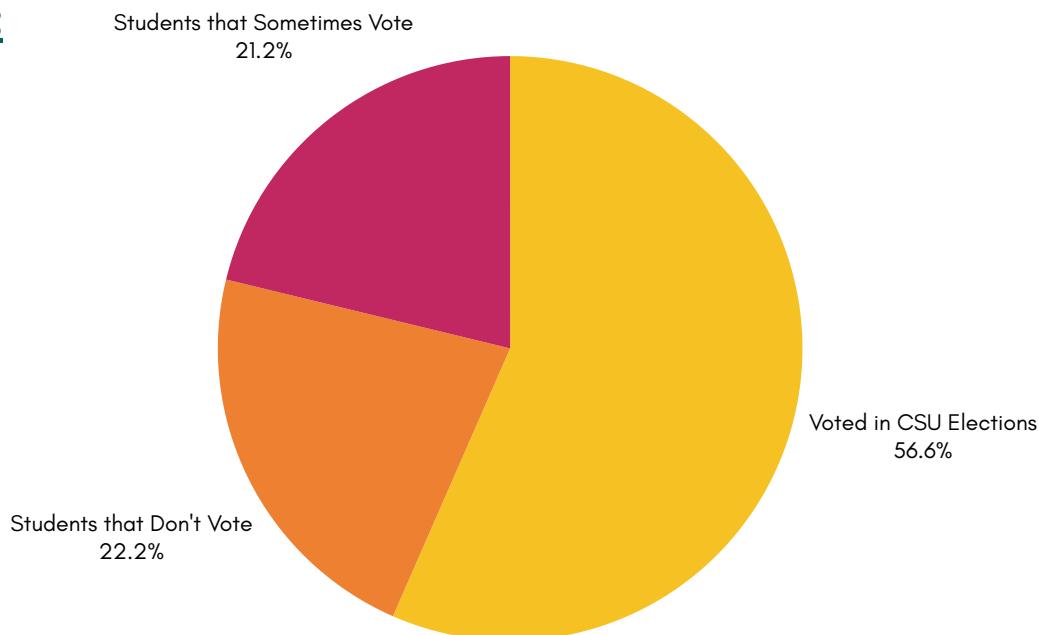
## Comments/Complaints

Engineering students: complaints regarding BDS and search for divestment. Lack of **transparency**. The CSU council is a concern in terms of transparency and efficiency. Complaints were also raised in relation to the implementation of Studentcare without the consent of students, as well as the pushing of the Legal Program when resources for this already exist. Students also complained about a lack of response from CSU executives through email and various communication channels.

# CSU Services and Student Participation

## CSU Elections:

Students were asked if they vote in CSU elections, and if they don't vote or don't engage with campaigning to explain why. These were the results:



**Lack of Knowledge on the Candidates:** what their positions entail, the length of their mandate. Students don't feel educated enough on the election process as well as the proposals and ideals of the candidates.

**Strict deadline:** many students reported missing the voting deadline due to the elections taking place at the same time as exam period/end of the semester.

**Visibility:** Loyola students report not being aware of the elections and not feeling a connection to the CSU due to the lack of presence on campus. A lot of people did not know you could vote online, and complained about the voting being only in person.

**Lack of interest:** A wide number of students reported not being interested in student politics, elections, or being involved in student life. This disinterest was expressed strongly.

An overwhelming 96% of students have never run in the CSU Elections for CSU Executives, Councilors, or Senators. Furthermore, 55% of students are not involved with any student run group on campus, with only 18% being involved in a student association, 16% with a student club, and only 3% with the CSU.



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