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The Relationship Between Psychological Well-Being and Successfully Transitioning to

University

by

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Honors Thesis

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Abstract:

Psychological well-being is a crucial asset when adjusting through new stages of life such as when transitioning from high school to university. This study profiles the psychological well-being of the first year students at King`s College University, and investigated the association between psychological well-being and success transitioning to university. A total of 235 students ($Mage$=19.5) enrolled in first year psychology and sociology courses completed the 54 item version of the Ryff Scale of Psychological well-being and the First Year Student Survey. There was a weak, positive and significant correlation between psychological well-being and student`s perception of their success transitioning to university based on 17 different measures. No statistically significant difference in psychological well being was found between males and females, nor between those who self-identified as having a mental health disorder and those who did not. This association indicates that those who score higher in psychological well-being typically tend to rate themselves as having more success transitioning to university.

First Year Students at King's University College and Their Psychological Well-Being

In order to overcome challenges and effectively navigate through life, psychological well-being is a very important resource (Ryff, Keyes & Hughes, 2003). The skills and perspectives that make up psychological well-being are paramount for engaging successfully in relationships with others, navigating through one's environment, and self-actualization (Ryff, 1989). Psychological well-being is positively correlated with measures of physical health (Ryff et. al., 2006). Psychological well-being is therefore important for individuals at any age, including for students making the transition to university (Bowman, 2010). The main focus of this study is to demonstrate the importance of psychological well-being for undergraduate students, particularly first year university students. First year university students are undergoing many changes in which they must adapt in order to successfully transition.

Psychological well-being is a phenomenon that is important for university students in order to successfully adapt to university life (Bowman, 2010). The basic structure of well-being has almost always revolved around the balance between positive and negative affect and life satisfaction (Bradburn, 1969). Discussions of psychological well-being have emphasized short-term happiness as opposed to being able to overcome life's challenges, for example having a sense of purpose and direction, achieving satisfying relationships, and gaining self-realization (Ryff, 1995). Ryff integrated extensive literature for a more cumulous definition of psychological well-being. She integrated theories from developmental psychology, life span theories, and clinical psychology. These theories included Maslow's (1968) conception of self-actualization, Roger's (1961) view of the fully functioning person, Jung's (1933) formulation of individuation, Allport's (1961) conception of maturity, Erikson's (1959) psychosocial stage

model, Buhler's (1935) basic life tendencies that work toward fulfillment of life, and

Neugarten's (1968) descriptions of personality change in adulthood and old age (Ryff, 1989).

After integrating all of these theories Ryff provided a multi-dimensional model of psychological

well-being using a six measure scale. The six measures used to yield an overall score on

psychological well-being are: self-acceptance, positive relations with others, autonomy,

environmental master, purpose in life, and personal growth (Ryff, 1989).

Overall psychological well-being is a combination of all six of the subscales previously

mentioned. Self-acceptance is one of the phenomenon that appears over and over again when

examining the criteria of well-being. An individual who scores high on this measure will view

oneself positively, accepts the good and bad qualities that make up who they are, and accepts

their past life (Ryff, 1995). This is an important characteristic for adapting to university because

if someone knows their good and bad qualities they can make choices that favour their strengths.

Positive relations with others has also been recurrent in previous theories of well-being.

The ability to love is viewed as an important aspect of mental health. Someone who scores high

is able to develop warm, satisfying, trusting relationships, cares about the well-being of other and

is capable of empathy and intimacy (Ryff, 1995). This trait would be an asset when first moving

to university because it increases the likelihood of making friends which would ensure that

students have a quality support system.

Autonomy, otherwise known as self-determination, independence, and the ability to

regulate behaviour from within, has also been emphasized when looking at theories of well-

being. Someone who scores high on autonomy is independent in that they are able to resist

social pressures and can think and act for themselves and not based on the opinions of others

(Ryff, 1995). This is important when adjusting to university in order to remain authentic in your pursuit of knowledge.

Environmental mastery has also been valued in perspectives on well-being. This is the ability to advance in the world and change it creatively through physical or mental activities. Someone who scores high on environmental mastery has the ability to manage the environment by controlling external activities, and they are able to use opportunities that come their way effectively (Ryff, 1995). When adapting to university life environmental mastery is a trait that would encourage using time effectively and the ability to capitalize on opportunities that come up.

Purpose in life is another important aspect of well-being. Someone who scores high on this measure has a sense of direction because of the goals they set for themselves, they hold meaning to their present and past life, they believe that life does have purpose, and they have objectives for themselves (Ryff, 1995). Having a sense of purpose is important when transitioning to university in order for someone to set goals for themselves.

Lastly, personal growth is comparable to self-actualization and realizing one's full potential. Someone who scores high on personal growth is continually developing and growing, is open to new experiences, realizes their full potential, and understands that they improve over time (Ryff, 1995). Transitioning to university successfully depends on your ability to grow and improve over time.

Psychological well-being is relevant to life transitions because it is indicative of being able to overcome challenges, adapt to new environments, maintain relationships, and continual development. When moving away to university, students are faced with many new challenges including possibly living away from home for the first time, depending on themselves for

managing academics, finances, socializing and many other aspects of their lives. Many of these aspects associated with psychological well-being are also associated with performing well in higher education (Bowman, 2010).

Students are under increasingly greater academic pressure (Cooke et. al.,2006). As more students continue with higher education, degrees are much more common and people are under more pressure to get a degree (Cooke et. al., 2006). Cooke et al found evidence which suggests that greater psychological strain is placed on students compared with their psychological well-being before college, that student's generally score worse than non-students on scales of psychological well-being, and that the majority of students who score low on psychological well-being are not accessing the counseling services provided by the university. These findings show that although education has been viewed as protective from issues regarding mental health, higher education is a time of enhanced anxiety and lowered psychological well-being (Cooke et. al., 2006).

An extensive body of research suggests that psychological well-being is linked with the ability to adopt adaptive coping strategies in academic contexts (Freire et al, 2016). Those who score higher in psychological well being tended to adopt adaptive strategies like commitment, positive reappraisal, or seeking instrumental and emotional support compared with those with lower psychological well-being (Freire et al, 2016). Those who have lower psychological well-being tend to use more dysfunctional coping strategies compared to those who scored higher in psychological well-being. These dysfunctional coping strategies include ignoring the problem, blaming themselves about the situation, or taking refuge in fantastic thoughts (Freire et al, 2016).

Burris et al (2009) found that one of the best predictors of psychological well-being was optimism. An optimistic attitude among university students also encourages perseverance

necessary for success in an academic setting (Burris et al, 2009). This research indicates that if students were to adopt a more optimistic attitude they could improve their psychological well-being and likely their success in their academic career. Burris et al also found that health as a value and psychological well-being were positively correlated. Health as a value includes health promoting behaviours such as exercise, and abstinence from health diminishing substances like alcohol, marijuana and nicotine (Burris et al, 2009). Those who value their health are likely interested in promoting psychological well-being and preventing psychological distress (Burris et al, 2009). Burris et al also found that religiousness and spirituality were significantly correlated with psychological well-being. The results of this study suggest that adopting a more optimistic outlook, adopting behaviours that are consistent with health as a value, and engaging in religious and spiritual practices could also increase the likelihood of a higher psychological well-being.

Psychological well-being is also related to family income, physical health, and having more positive relationships with family, significant other and friends (Chow, 2007). Furthermore, having a strong support system can buffer the effects of negative life events and stress thus improving a person's coping abilities. Chow (2007) also found that those who experience less academic stress exhibit significantly higher levels of psychological well-being.

The preceding review of literature indicates that psychological well-being of students is an asset for their success in their academic career. It is evident that psychological well-being contributes to a student successfully adapting to their new environment, decreases their chances of dropping out, and that psychological well-being is paramount to students overcoming the stress consequential of attending university. In order to improve the psychological well-being of university students, and ensure that university students are functioning positively, more research

must be done to understand what measures are associated with positive and negative

psychological well-being.

The purpose of this descriptive study is to examine at the first year students at King's

University College at Western University in London, Ontario on a variety of measures including:

demographics, psychological well-being, gender, whether they have a self-identified mental

illness, and their success transitioning based on their perception.

This study will explore the following research questions.

1. What does the psychological well-being of the first year population at King's look like?

2. Is there a relationship between psychological well-being and how well students transition

   to University?

3. Is psychological well-being correlated with gender?

4. Do those who identify as having a mental health disorder, score lower on psychological

   well-being?

It is hypothesized that those who score higher on overall psychological well-being will be

adapting more effectively to their transition into university, because those who score higher on

psychological well-being are more likely to overcome challenges and navigate through one's life

(Bowman, 2010). These people will most likely be adjusting to the new academic demands

effectively, making friends, managing their finances, and managing their time effectively.

Transition measures such as meeting academic demands, commuting to campus, dealing

with new living arrangements, performing well in written assignments, and performing well in

courses that require math are all evaluation of functioning in the academic context. Because

well-being involves evaluations of functioning in life (Houben et al, 2015), and a person's

objective reality and their subjective reactions to it (McDowell, 2010), it is hypothesized that

those who score higher on psychological well-being will rate themselves as having more success

transitioning based on these measures.

It is hypothesized that males will have a higher psychological well-being than females

because it is based on self-report measures and males might be less likely to admit to having

lower psychological well-being. This hypothesis is based on previous research that suggests that

females are more likely to admit they need help and seek out help when they need it (Burris et al,

2009).

Lastly, it is hypothesized that those who self-identify as having a mental health disorder

will score lower on psychological well-being. Previous research suggests that those who score

higher in psychological well-being report having lower levels of social anxiety and less

psychological distress (Topham, 2011).

Method

Participants

The participants were 204 students from first year psychology and sociology classes at

King's College University at Western University in Ontario. The frequency statistics showed

that (31.3%) of the sample was male and (68.7%) of the sample was female. The sample was

relatively young (M=19.5, SD=) with just over half (52.9%) of the sample being 18 and under,

(22.9%). Most of the participants in the sample (82.6%) selected their marital status as single,

and only (1.4%) of the sample selected their marital status as married or common-law. In the

sample (2.8%) of the population have children. The ethnicities of the sample were: White

(68.2%), Arabic (7.2%), Chinese (6.2%), Black (3.8%), Latin American (3.8%), South Asian

(3.1%), Aboriginal (2%), and Other (2.4%). English was (80.5%) of the sample's first language.

The majority of the sample was in a social science discipline (51.6%): psychology (20.6%),

criminology (19.9%), and sociology (10.6%). Only (7.5%) of the sample self identified as

having a mental health disorder. The demographics are displayed in table 1.

Table 1: *Demographics*

Gender	frequency
Male	31.3%
Female	68.7%

Age	
17	5.1%
18	47.9%
19	22.9%
20	8.2%
21	7.2%
22-24	4.4%
25+	4.3%

Note: Mage = 19.5

Marital status	
Single	82.6%
In a relationship	14.0%
Married or common-law	1.4%
Other	2.0%

Ethnicity	
White	69.2%

Arabic	7.2%
Chinese	6.2%
Black	3.8%
South Asian	3.1%
Aboriginal	2.0%
Other	2.4%
Employment status	
Employed	67.6%
Hours worked per week	
10 or less	31.1%
11-20	47.7%
21-30	16.6%
Over 30	4.6%
Self Identified Mental Health Disorder	
Yes	7.5%
Primary Area of Study	
Psychology	20.6%
Criminology	19.9%
BMOS	13.3%
Sociology	10.6%
General Social Sciences	8.3%
Social Work	4.3%
Childhood and Social Institutions	4.3%

History	2.3%
Social Justice and Peace Studies	2.0%
English	1.7%
French	1.7%
Disability Studies	1.7%
Philosophy	1.3%
Thanatology	1.3%
General Arts and Humanities	1.0%
Religious Studies	0.7%
Other	5.0%

Materials

There were two scales used in this study. These two scales included the First Year

Student Survey, which has been administered to many schools across North America, and the

second survey which was the Ryff Scale of Psychological Well-Being. The first scale has

approximately 150 items and the Ryff Scale has 53 items. The First Year Student Survey has 11

different measures, but the ones that will be focused on in this study are the transition measure,

gender, and whether or not they identified as having a disability – specifically a mental health

disorder. The transition measure asks 17 different questions that all indicate how much success a

student has had in that aspect of transitioning to university life. A few examples of these

questions are: how much success have you had making friends, how much success have you had

managing your time, and how much success have you had meeting academic demands. These

questions are answered based on a 4 point Likert scale, ranging

from not a lot to very much.

Well-being

The second questionnaire, the Ryff Scale of Psychological well-being has six different

measures: autonomy, environmental mastery, personal growth, positive relations with others,

purpose in life, and self-acceptance. These measures are not separated or identified because it

might alter the answers given. Each of the measures is answered based on a six point Likert

scale ranging from strongly disagree to strongly agree. The cronbach`s alpha coefficients for the

six scales ranges from 0.82 to 0.90 (Schmutte and Ryff, 1997). Examples for each of the

measures are as follows:

1. **autonomy:** I am not afraid to voice my opinions, even when they are in opposition of

    most people

2. **environmental mastery**: in general I feel I am in charge of the situation in which I

    live

3. **personal growth**: I am not interested in activities that will expand my horizons

4. **purpose in life:** I live one day at a time and don't really think about the future

5. **self-acceptance**: when I look at the story of my life, I am pleased with how things

    have turned out.

Procedure

This study took place at King's College University in fall of 2016. The participants were

recruited by their enrollment in a first year psychology/sociology class.   The professors of all

first year introduction to sociology and introduction to psychology classes were contacted via

email and asked if they would be willing to give up 20-25 minutes of their class time so that the

students in their class could participate in the study. The form sent is attached in Appendix A.

Those who agreed to use their class time were told they would be given a $10 gift card

redeemable at any dining facility on campus and that each student who completed the study

would be given a free small coffee from Tim Horton's. The professors who agreed to use their

class time for the study were given the link to the study, which was online on Qualtrics. The

professors arranged a time for a research assistant to meet them at the start of their class, where

the professors were given enough free coffees for everyone in their class and were told to give

them out as each student completed the study. Anyone who had already completed the study in

another class was asked not to participate more than once. The students went to the link they

were given online, and read the consent form. Once they agreed to give their consent they

completed the online questionnaires. After they completed the questionnaires they were given a

debrief form online, and their professors gave them a free small coffee. The coffee cup included

handouts that listed the different mental health and academic resources available to students on

campus.

Design

This study is a descriptive study with the goal of finding out what the distribution of

psychological well-being among the first year population at King's University College looks

like. The purpose is to find out how successfully first years perceive themselves to be

transitioning to university life, to compare psychological well-being between males and females,

and to see if those who self-identify as having a mental health disorder score higher on

psychological well-being.

<div align="center">

Results

</div>

After running frequency statistics on the Ryff Scale of Psychological Well-Being the

means and standard deviations for the subscales were calculated. The results indicated similar

scores on the subscales. The mean and standard deviation for the positive relations with others

($M = 38.36$, $SD = 6.94$), autonomy ($M = 36.25$, $SD = 7.04$), environmental mastery ($M = 34.41$,

$SD = 5.36$), personal growth ($M = 39.34$, $SD= 6.07$), purpose in life ($M = 38.58$, $SD = 6.54$), and

self-acceptance ($M = 35.64$, $SD = 7.86$) subscales were calculated. A total score was calculated

by adding the subscales together the mean and standard deviation of the overall psychological

well-being of the sample was ($M = 223.19$, $SD = 29.85$). These scores are displayed in table 2.

After running frequency statistics on the overall psychological well-being score, the 25th and 75th percentiles were calculated. The lower quartile consists of scores lower than 199. The upper quartile consists of scores higher than 248. Out of the 319 participants, (16.93%) of them fell in the 25th percentile, and (14.11%) of them fell in the 75th percentile. This leaves (31.04%) of the sample with scores that lie between the 25th and the 75th percentile. (Table 3, Figure 1, and Figure 2)

A correlational analysis was run using the Psychological Well-Being measure and each of the Transition measures. The correlation between PWB and managing your finances was $r(204)=.31$, $p<.001$. This indicates a moderately strong, positive and significant relationship between psychological well-being and managing finances. This indicates that as psychological well-being increases, success managing finances also goes up.

The correlation between PWB and managing your time was $r(204)=.29$, $p<.001$. This relationship found is moderately strong, positive and significant. This indicates that as psychological well-being increases, success with time management increases as well.

The correlation between PWB and meeting academic demands was $r(204)=.29$, $p<.001$. This relationship demonstrates that there is a moderately strong, positive, and significant relationship between psychological well-being and meeting academic demands. As psychological well-being increases, success meeting academic demands also increases.

The correlation between PWB and commuting to campus was $r(204)=.25$, $p<.001$. This reveals a moderate, positive and significant relationship between psychological well-being and commuting to campus. As psychological well-being increases so does success commuting to campus.

The correlation between PWB and understanding the course material was r(204)=.23, p<.001. This relationship is moderate, positive and significant. This indicates that those who score higher on psychological well-being are more likely to rate themselves as having more success understanding the course material.

Table 2

Mean Scores for the Ryff Scale of Psychological Well-Being

Subscale	Score	
	Mean	SD*
Personal Growth	39.34	5.35
Purpose in Life	38.57	6.54
Positive relations	38.35	6.94
Autonomy	36.25	7.04
Self-acceptance	35.64	7.87
Environmental Mastery	34.41	5.36
Overall Well-Being	223.19	29.85

Table 3: mean, and 25th and 75th percentiles of the Ryff Scale of Psychological Well-Being

	PWB	Frequency
Mean	223.19	
SD	29.85	
25th percentile	199.00	16.93%
75th percentile	248.00	14.11%

Table 4:

totalPSYCHWELLBEING Stem-and-Leaf Plot

Frequency	Stem & Leaf
1.00	15 . 3
3.00	16 . 345
6.00	17 . 056799
21.00	18 . 002333455667788889999
23.00	19 . 22223333455557788899999
19.00	20 . 1112233334667788999
23.00	21 . 00111233335555556678999
22.00	22 . 0001111123444456677778
26.00	23 . 00011222223333355566777789
15.00	24 . 001135568888999
15.00	25 . 011111233455679
15.00	26 . 012333444566779
10.00	27 . 0111223455
2.00	28 . 17

3.00	29 . 125

Stem width: 10.00

Each leaf: 1 case(s)

Figure 1:

Psychological Well-Being of Students at King's University

Mean = 223.19
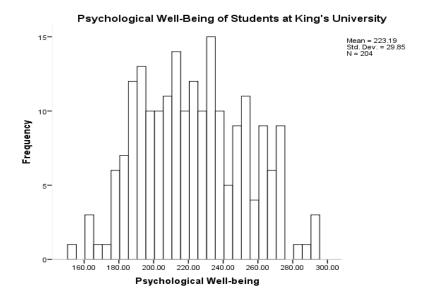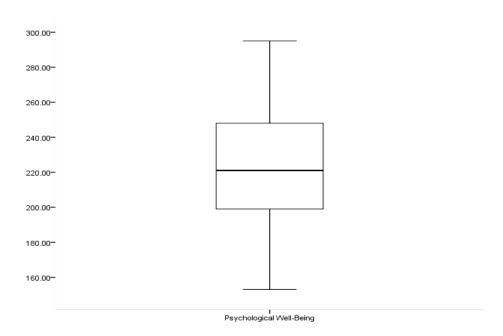Std. Dev. = 29.85
N = 204

Figure 2

Psychological Well-Being

A correlational analysis was done with PWB and finding your way around campus, which revealed a relationship of r(202)=.23, p<.001. This indicates a moderate, positive, significant correlation. As psychological well-being score increases, so does the student's success finding their way around campus.

A correlational analysis between PWB and getting academic advice revealed a correlation of r(202)=.22, p<.005. This indicates that the relationship between PWB and getting academic advices is moderate, positive, and significant. As psychological well-being score increases so does success getting academic advices.

The correlational analysis between PWB and performing well in written assignments revealed a correlation of r(202)=.19, p<.005. This relationship is moderate to weak, positive, and significant. As psychological well-being score increases, success performing well in written assignments also increases.

A correlational analysis was run between PWB and choosing a program of study which revealed a relationship of r(202)=.18, p<.005. This correlation indicates a weak, positive, significant relationship. As psychological well-being score increases so does success choosing a program of study.

A correlational analysis showed that there is a moderate correlation between PWB and finding information about academic integrity. The correlation r(202)=.18, p<.005 indicates that

as psychological well-being score increases, so does success finding information about academic

integrity.

The correlational analysis between PWB and making friends was run. The analysis

showed a weak, positive, significant relationship r(202)=.15, p<.005. This indicates that as

psychological well-being increases so does success making friends.

The correlation between PWB and finding suitable housing was r(202)=.13, p>.005. The

correlation between PWB and dealing with new living arrangements was r(202)=.13, p>.005.

The correlation between PWB and becoming involved in campus activities was r(202)=.12,

p>.005. The correlation between PWB and performing well in courses that require math was

r(316)=.10, p>.005. The correlation between PWB and using the library was r(202)=.10, p>.005.

The correlation between PWB and getting finding career information was r(202)=.09, p>.005.

These correlations are all weakly positive, and are nonsignificant results.

A t-test was done to compare the psychological well-beings of the males and females but

no significant result was found, t(202)=.27,p>.005. There is no significant difference in

psychological well-being between males and females. A correlational analysis was done by

doing a t-test to compare the psychological well-being of those who identified as having a mental

health disorder, and those who did not, t(202)=-.479, p>.005. There was no significant

difference in overall psychological well-being score between those who identified as having a

mental health disorder and those who did not.

Upon discovering that managing finances and managing time were the strongest

transition measures associated with psychological well-being, correlational analysis was run to

determine which of the six subscales were the most strongly related to these variables. It was

found that environmental mastery had the strongest association with both managing finances and

managing time r(225)=.325, p=.000, and r(232)=.381, p=.000 respectively. These are both moderate, positive, and significant correlations which indicates that those who score higher in environmental mastery also tend to rate themselves as having more success transitioning to university. Because the association between environmental mastery and both managing finances and time was stronger than that between the overall psychological well-being score and

Table 5:

Correlations among Overall Well-Being and Success Transitioning to University

Transition Measure	r
Managing finances	.31**
Managing time	.29**
Meeting academic demands	.29**
Commuting to campus	.25**
Understanding the course material	.23**
Finding your way around campus	.23**
Getting academic advice	.22**
Performing well in written assignments	.19**
Choosing a program of study	.18*
Finding information about academic integrity	.18*
Making friends	.15*
Finding suitable housing	.13
Dealing with new living arrangements	.12
Becoming involved in campus activities	.12
Performing well in courses that require math	.10
Using the library	.10
Finding career information	.10

*Note: *p<.05, **p<.01*

managing finances and time, an analysis was run to see which of the subscales were most strongly correlated to each of the transition measures.

A correlational analysis determined that environmental mastery was the subscale that was associated with the largest number of transition variables. These are meeting academic demands: $r(232)=.30$, $p=.000$, getting academic advice: $r(228)=.24$, $p=.000$, performing well in written assignments: $r(225)=.19$, $p<.01$, understanding the course material: $r(230)=.22$, $p<.01$,, managing finances $r(225)=.33$, $p=.000$, managing time $r(232)=.38$, $p=.000$, becoming involved in campus activities $r(222)=.20$, $p<.01$, finding suitable housing $r(146)=.21$, $p=.01$, dealing with new living arrangements $r(153)=.26$, $p<.01$, and finding career information $r(207)=21$, $p<.01$. This means that those who score higher on the subscale environmental mastery also tend to rate themselves as having more success in these areas of transitioning to university.

Positive relations with others was the subscale with the second highest number of associations to the transition variables. This subscale was correlated with the transition measure making friends: $r(225)=.28$, $p=.000$, using the library $r(219)=.20$, $p<.01$, commuting to campus $r(208)=.27$, $p=.000$, and finding information about academic integrity $r(221)=.16$, $p<.05$. These are all weak, positive, and significant relationships. These results indicate that those who score higher on the subscale positive relations with others also tend to rate themselves as having more success in these aspects of transitioning to university.

A correlational analysis shows that the subscale self-acceptance was weakly, positively, and significantly correlated with performing well in courses that require math r(164)=.18,p<.05, and finding your way around campus r(227)=.25, p=.000. These correlations suggest that those higher on the subscale self-acceptance also tend to rate themselves as having more success performing well in courses that require math and finding their way around campus.

Lastly, a correlational analysis demonstrated a weak, positive, and significant relationship between purpose in life and choosing a program of study r(226)=.24, p=.000. This correlation indicates that those who score higher on the subscale purpose in life also tend to rate themselves as having more success choosing a program of study.

Discussion

The majority of the sample studied fell between the 25th and 75th percentile of psychological well-being. This indicates that the majority of the students enrolled in first year courses at King's University College do not have low or high psychological well-being, but rather their psychological well-being would be considered normal.

When analyzing the subscales on the Ryff Scale of Psychological Well-Being, the results suggest that the subscale the first year students score the highest on is personal growth, which is closely followed by purpose in life and positive relations.   This is not surprising because these subscales are indicative of setting goals for themselves, continually developing and bettering themselves, and socializing (Ryff, 1989). These are all qualities you would expect university students to possess. Surprisingly, following personal growth, purpose in life, and positive relations was autonomy and self-acceptance. This indicates that students score lower on scales that measure ability to think and act for themselves and viewing themselves positively (Ryff, 1989). Lastly, the students scored the lowest on the environmental mastery subscale. This

indicates that the students have the most room for improvement on traits that involve the ability

to manage the environment by controlling external activities and being able to effectively

capitalize on opportunities they are presented with (Ryff, 1989). Interestingly, the subscale that

the respondents scored the most poorly on, environmental mastery, is the most strongly

correlated to the majority of the transition measures. These results suggest that in order to

improve the first year student's ability to successfully transition, it would be beneficial to

develop skills in which would help them to more effectively navigate through their environment.

When the participants were asked "Do you have this disability – mental illness?" (7.5%)

of them said they do. According to Stats Canada, (20%) of people between the ages of 15 and 24

report having symptoms of abuse, mood, and anxiety disorders. This indicates that the number

of people who said they have a mental illness is largely underrepresented among the participants

in this study.

The frequency statistics determined the upper and lower percentile of the Ryff

Psychological well-being scale. High well-being is defined as scores that are in the top (25%) of

the distribution and low well-being is defined as scores that are in the bottom (25%) of the

distribution (Ryff, 1989). Out of the participants, (16.93%) of them fell in the bottom quartile

and (14.11%) of them fell in the upper percentile. Roughly one in six of the participants fell in

the bottom 25th percentile indicating that these people could be at risk. The results of this study

suggest that those who score higher on psychological well-being tend to rate themselves as

having more success transitioning to university in many different areas. This also indicates that

those who score lower, would rate themselves as having less success transitioning to university.

The (16.93%) of students who fell in the lower 25th percentile would be more likely to rate

themselves as having less success transitioning to university.

The highest correlation indicates a moderately weak, positive relationship between psychological well-being and managing your finances. This relationship indicates that as psychological well-being increases, so does success managing finances. Those who score higher on psychological well-being also tend to rate themselves as having more success managing their finances. This is not surprising because previous research such as that from Statistics from the Office for National Statistics in Britain indicate that people who have mental health problems are three times more likely to report debt compared to those without, and that 1 in 4 people with mental health problems report having personal debt (ONS, 2002). A study done by Fitch et al aimed to determine whether debt predicted mental health problems or if mental health problems predicted debt but it was undetermined which variable preceded the other (Fitch et al, 2011).

Psychological well-being and managing had a moderately weak, positive correlation. This indicates that those who score higher on psychological well-being also tend to rate themselves as having more time. These results may be in part due to the finding that those who experience less academic stress exhibit significantly higher levels of psychological well-being (Chow, 2007). Effectively managing time may buffer the effects of academic stress therefore leading to a higher psychological well-being.

Psychological well-being was also weakly and positively correlated with meeting academic demands, understanding the course material, getting academic advice, performing well in written assignments, choosing a program of study, and finding information about academic integrity. This relationship demonstrates that those who score higher on psychological well-being also tend to rate themselves as having more success transitioning based on these academic measures. These results support previous research that psychological well-being is closely

linked with adaptive coping strategies in the academic context (Freire et al, 2016) and academic success (Beauvais et al, 2014).

Psychological well-being was weakly and positively associated with commuting to campus and finding your way around campus. Those who scored higher on psychological well-being also tend to rate themselves as having more success commuting to campus and finding their way around campus. These results may be in part due to the fact that those who score higher in psychological well-being might be more likely to attend classes.

Psychological well-being and making friends were weakly and positively correlated. This indicates that those who score higher on psychological well-being tended to rate themselves as having more success making friends. This is not surprising because those who report having more positive relationships with family members, significant others, and friends typically report having a higher psychological well-being.

The preceding correlations confirmed the hypothesis that those who score higher on psychological well-being will rate themselves as having more success transitioning to university. These results could be because those who are higher in psychological well-being are also more optimistic (Burris et al, 2009). Furthermore, these results also could be because those who score higher on psychological well-being tend to adapt more positive coping strategies in an academic setting (Freire et al, 2016).

Some noteworthy limitations in this study include the generalizability of the sample. The participants in this study were limited to students who were enrolled in a first year psychology or sociology course. This could have biased the results because those enrolled in business, economics, and math courses could have been missed.

Another limitation to be considered is social desirability. Social desirability is the phenomenon that respondents answer questions based on what is considered socially desirable which could skew the truth. If the participants answered the psychological well-being questions based on what they thought was socially desirable this could have skewed the results to make the sample seem higher in well-being than it actually is.

Lastly, because the purpose of this study was to look at student's perception of their success transitioning to university, it would be ideal for the participants to be in their first year of university. The respondents could have been enrolled in a first year course and completed the surveys, but they could have been an upper year student who chose to take a first year course. This would skew the results because upper year students may have transitioned more successfully than those who are just beginning their academic career.

Knowing the distribution of psychological well-being could be very beneficial to the school. Considering that 1 in 6 of the respondents fell in the lower 25th percentile, and that these students would be more at risk, some form of intervention could be put in place to increase the well-being of these students. Those who fell in the upper 75th percentile could mentor those who fell in the lower 25th percentile in order to help them adapt more effectively. According to previous research (Freire et al, 2016), those who score lower in psychological well-being tend to use dysfunctional coping strategies in the academic context. In order to improve the well-being and ability to transition of the people who fall in the lower percentile universities could have workshops and skill development sessions that teach students how to develop more positive coping strategies. Furthermore, Burris et al's research (2009) demonstrates that optimism is one of the strongest predictors of psychological well-being. These sessions should include cognitive

behavioural therapy in order to change the thinking processes of those who are more pessimistic aiding them to adopt a more optimistic outlook.

Managing finances and managing time were the measures with the strongest relationship with psychological well-being. The direction of this relationship was not determined, so it could be that ability to successfully manage finances and manage time predicts a higher score on psychological well-being. If the relationship moves in this direction workshops could be offered on campus to help first year students develop these skills. This could include information sessions on how to effectively manage time and seminars on managing finances. Teaching students to budget accordingly could also have an impact on the psychological well-being of the students and their ability to manage their finances.

Further investigations into the relationship between psychological well-being and transitioning to university should be done. The direction of the relationship between psychological well-being and transitioning to university has yet to be determined. A regression analysis would be the next step in determining whether psychological well-being precedes successfully transitioning or vise versa.

Future research should also look into whether the psychological well-being of first year students at other schools compares to that of the students at King's College University. In order to determine the same Ryff Scale of Psychological Well-Being should be administered at other schools to first year undergraduate classes to see how the students at King's College University compare to other schools.

To further this investigations future research should look into whether there is a difference in ability to transition based on gender, demographics, parent's level of educated, and

age. It would also be interesting to see if those who self-identify as having a mental health

disorder rate themselves as having less success transitioning.

Further research should investigate whether those who score lower on psychological

well-being make use of the services provided to them, and whether they rate their professors any

differently than those who score higher on psychological well-being. This could all be

meaningful information in ensuring that the students have the best possible experience at King's

College University.

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Appendix A

First year survey in class
Dear Faculty,
Student Services with The Department of Psychology has designed a survey to assess student's transition to university in first year. This is the first survey to address the specific needs of King's students. This survey will provide critical information for recruitment, retention and student success.
As a first year instructor, we are asking for your help to administer this survey. We are requesting 20 minutes of class time to have students complete the survey. This will provide the highest level of participation.
We are asking that students ideally complete the survey between Oct 17-Nov 2. The survey will ask students questions about why they choose King's, satisfaction with student services, expectations about student life, general well-being and demographics.
The survey will be completed on-line. We ask that you remind students to bring laptops/tablets/phones to class that day. You will provide the link (to be sent in another email) and they can log on and do it there in class. It should take approximately 20 minutes. At the end of the survey all students who completed it will receive a coffee coupon and relevant information about student services. Students can decline to participate at any time. You should remind them that participation is not, in any way, related to course performance, material or evaluation. It is also possible that students may have completed this survey in another course, they should not complete it twice. The link should also be posted on OWL or sent to students who were absent that day so they can complete it another time. As a thank you for helping with this survey, all faculty who administer the surveys in their classroom will receive a 10$ Tim Horton's card.
This project is currently review for by the Research Ethics Committee. Can you confirm if you are willing to administer this survey to:

Thank you for your consideration,

Appendix b

RYFF SCALES OF PSYCHOLOGICAL WELL-BEING

The following set of statements deals with how you might feel about yourself and your life. Please remember that there are neither right nor wrong answers.

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
1. Most people see me as loving and affectionate.	1	2	3	4	5	6
2. I am not afraid to voice my opinion, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6
3. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
4. I am not interested in activities that will expand my horizons.	1	2	3	4	5	6
5. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
7. Maintaining close relationships has been difficulty and frustrating for me.	1	2	3	4	5	6
8. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6
9. The demands of everyday life often get me down.	1	2	3	4	5	6

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
10. I don't want to try new ways of doing things—my life is fine the way it is.	1	2	3	4	5	6
11. I tend to focus on the present, because the future always brings me problems.	1	2	3	4	5	6
12. In general, I feel confident and positive about myself.	1	2	3	4	5	6
13. I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5	6
14. I tend to worry about what other people think of me.	1	2	3	4	5	6
15. I do not fit very well with the people and the community around me.	1	2	3	4	5	6
16. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6
17. My daily activities often seem trivial and unimportant to me.	1	2	3	4	5	6
18. I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5	6
19. I enjoy personal and mutual conversations with family members or friends.	1	2	3	4	5	6
20. Being happy with myself is more important to me than having others approve of me.	1	2	3	4	5	6
21. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
22. When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6
23. I don't have a good sense of what it is I'm trying to accomplish in my life.	1	2	3	4	5	6
24. I like most aspects of my personality.	1	2	3	4	5	6
25. I don't have many people who want to listen when I need to talk.	1	2	3	4	5	6
26. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6
27. I often feel overwhelmed by my responsibilities.	1	2	3	4	5	6

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
28. I have a sense that I have developed a lot as a person over time.	1	2	3	4	5	6
29. I used to set goals for myself, but that now seems a waste of time.	1	2	3	4	5	6
30. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.	1	2	3	4	5	6
31. It seems to me that most other people have more friends than I do.	1	2	3	4	5	6
32. I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
33. I generally do a good job of taking care of my personal finances and affairs.	1	2	3	4	5	6
34. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5	6
35. I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5	6
36. In many ways, I feel disappointed about my achievements in my life.	1	2	3	4	5	6
37. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
38. It's difficult for me to voice my own opinions on controversial matters.	1	2	3	4	5	6
39. I am good at juggling my time so that I can fit everything in that needs to be done.	1	2	3	4	5	6
40. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6
41. I am an active person in carrying out the plans I set for myself.	1	2	3	4	5	6
42. My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5	6
43. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
44. I often change my mind about decisions if my friends or family disagree.	1	2	3	4	5	6

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
45. I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
46. I gave up trying to make big improvements or change in my life a long time ago.	1	2	3	4	5	6
47. Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5	6
48. The past has its ups and downs, but in general, I wouldn't want to change it.	1	2	3	4	5	6
49. I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6
50. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
51. I have been able to build a home and a lifestyle for myself that is much to my liking.	1	2	3	4	5	6
52. There is truth to the saying that you can't teach an old dog new tricks.	1	2	3	4	5	6
53. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
54. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5	6

Item numbers 4, 5, 7, 9, 10, 11, 13,14,15,17,18, 22, 23, 25, 26, 27, 29, 31, 34, 36, 38, 42, 43, 44, 45, 46, 52, 53 in the above are reverse scored.

Below are the items listed by scale. Reverse-scored items are labeled "rs."

Autonomy – the extent to which students view themselves as being independent and able to resist social pressures

1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.
2. My decisions are not usually influenced by what everyone else is doing.
3. I tend to worry about what other people think of me. (rs)
4. Being happy with myself is more important to me than having others approve of me.
5. I tend to be influenced by people with strong opinions. (rs)
6. I have confidence in my opinions, even if they are contrary to the general consensus.
7. It's difficult for me to voice my own opinions on controversial matters. (rs)
8. I often change my mind about decisions if my friends or family disagree. (rs)
9. I judge myself by what I think is important, not by the values of what others think is important.

Environmental Mastery – the extent to which students feel in control of and able to act in the environment

1. In general, I feel I am in charge of the situation in which I live.
2. The demands of everyday life often get me down. (rs)
3. I do not fit very well with the people in the community around me. (rs)
4. I am quite good at managing the many responsibilities of my daily life.
5. I often feel overwhelmed by my responsibilities. (rs)
6. I generally do a good job of taking care of my personal finances and affairs.
7. I am good at juggling my time so that I can fit everything in that needs to be done.
8. I have difficulty arranging my life in a way that is satisfying to me. (rs)
9. I have been able to build a home and a lifestyle for myself that is much to my liking.

Personal Growth – the extent to which students have a sense of continued development and self-improvement

1. I am not interested in activities that will expand my horizons. (rs)
2. I don't want to try new ways of doing things—my life is fine the way it is. (rs)
3. I think it is important to have new experiences that challenge how you think about yourself and the world.
4. When I think about it, I haven't really improved much as a person over the years. (rs)
5. I have a sense that I have developed a lot as a person over time.
6. I do not enjoy being in new situations that require me to change my old familiar ways of doing things. (rs)
7. For me, life has been a continuous process of learning, changing, and growth.
8. I gave up trying to make big improvements or changes in my life a long time ago. (rs)
9. There is truth to the saying that you can't teach an old dog new tricks. (rs)

Positive Relations with Others – the extent to which students have satisfying, trusting

relationships with other people

1. Most people see me as loving and affectionate.
2. Maintaining close relationships has been difficult and frustrating for me. (rs)
3. I often feel lonely because I have few close friends with whom to share my concerns. (rs)
4. I enjoy personal and mutual conversations with family members or friends.
5. I don't have many people who want to listen when I need to talk. (rs)
6. It seems to me that most other people have more friends than I do. (rs)
7. People would describe me as a giving person, willing to share my time with others.
8. I have not experienced many warm and trusting relationships with others. (rs)
9. I know that I can trust my friends, and they know that they can trust me.

Purpose in Life – the extent to which students hold beliefs that give life meaning

1. I live one day at a time and don't really think about the future. (rs)
2. I tend to focus on the present, because the future always brings me problems. (rs)
3. My daily activities often seem trivial and unimportant to me. (rs)
4. I don't have a good sense of what it is that I am trying to accomplish in my life. (rs)
5. I used to set goals for myself, but that now seems a waste of time. (rs)
6. I enjoy making plans for the future and working to make them a reality.
7. I am an active person in carrying out the plans I set for myself.
8. Some people wander aimlessly through life, but I am not one of them.
9. I sometimes feel as if I've done all there is to do in life. (rs)

Self-Acceptance – the extent to which students have a positive attitude about themselves

1. When I look at the story of my life, I am pleased with how things have turned out.
2. In general, I feel confident and positive about myself.
3. I feel like many of the people I know have gotten more out of life than I have. (rs)
4. I like most aspects of my personality.
5. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.
6. In many ways, I feel disappointed about my achievements in my life. (rs)
7. My attitude about myself is probably not as positive as most people feel about themselves. (rs)
8. The past had its ups and downs, but in general, I wouldn't want to change it.
9. When I compare myself to friends and acquaintances, it makes me feel good about who I am.

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Appendix c

2016 Survey of First Year Students

This survey is being completed by first-year students at approximately [__] Canadian universities. We want to learn more about our new students to help them make a successful transition to university.

If you cannot finish the survey in one sitting, you can close it and return to it using the link in the email we sent you. You will be returned to the page you were on when you closed.

All of your responses are confidential.

_____

_____ Motivation

How important were each of the following possible reasons in your decision to go to university?

		Not Important	Somewhat Important	Important	Very important
motiv1	To prepare for a specific job or career	☐	☐	☐	☐
motiv2	To satisfy my intellectual curiosity	☐	☐	☐	☐
motiv3	To earn more money than if I didn't go	☐	☐	☐	☐
motiv4	To get a broad education	☐	☐	☐	☐
motiv5	I am more likely to get a job with a degree	☐	☐	☐	☐
motiv6	The satisfaction of doing challenging academic work	☐	☐	☐	☐
motiv7	To apply what I will learn to make a positive difference in society or my community	☐	☐	☐	☐
motiv8	I didn't have anything better to do	☐	☐	☐	☐
motiv9	To get a more fulfilling job than I probably would if I didn't go	☐	☐	☐	☐
motiv10	To meet my family's expectations	☐	☐	☐	☐
motiv11	Learning new things is exciting	☐	☐	☐	☐
motiv12	Most of my friends are going	☐	☐	☐	☐
motiv13	To meet new people	☐	☐	☐	☐
motiv14	The chance to participate in varsity athletics	☐	☐	☐	☐
motiv15	To explore whether university is right for me	☐	☐	☐	☐
motiv16	Other reason (please specify below):	☐	☐	☐	☐

motivtxt   _____

                                                ___

motivtop

Selection
How important were each of the following in your decision to choose <university name>?
Not important

		Not important	Somewhat Important	Important	Very important
sel1	I wanted to live close to home	☐	☐	☐	☐
sel2	I wanted to live away from home	☐	☐	☐	☐
sel3	It offered a place in residence	☐	☐	☐	☐
sel4	Cost of university residence	☐	☐	☐	☐
sel5	Cost of tuition and fees	☐	☐	☐	☐
sel6	It has the program I want to take	☐	☐	☐	☐
sel7	The program I want has a co-op, practicum or other work experience	☐	☐	☐	☐
sel8	The program I want offers study/work experience abroad	☐	☐	☐	☐
sel9	The academic reputation of the university	☐	☐	☐	☐
sel10	It has a good reputation for campus life	☐	☐	☐	☐
sel11	It offered a scholarship	☐	☐	☐	☐
sel12	It offered other financial assistance	☐	☐	☐	☐
sel13	The size of the university suits me	☐	☐	☐	☐
sel14	The city/town it's in	☐	☐	☐	☐
sel15	Availability of public transportation	☐	☐	☐	☐
sel16	It's where my friends are going	☐	☐	☐	☐
sel17	It's where my family wanted me to go	☐	☐	☐	☐
sel18	The chance to participate in varsity athletics	☐	☐	☐	☐
sel19	Other reason (please specify below):	☐	☐	☐	☐

seltxt   _____
seltop   Which one was the most important
                                                to you? _____

How Satisfied were you with each of the following aspects of the orientation?

		Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't Know
orient2	Feeling welcome at the university	☐	☐	☐	☐	☐

orient3	Helping you understand the university's academic expectations	☐	☐	☐	☐	☐
orient4	Helping your personal and social transition to university	☐	☐	☐	☐	☐
orient5	Providing information about campus life	☐	☐	☐	☐	☐
orient6	Providing information about student services	☐	☐	☐	☐	☐
orient7	Building your confidence	☐	☐	☐	☐	☐
regist1	How satisfied are you with the process of registering for courses at <UNIVERSITY NAME>?	☐		☐	☐	☐
regist2	Thinking about all the courses in which you wanted to register this year, how satisfied were you with getting into these courses?	☐		☐	☐	☐

Expectations and experience

Now that you have been at <university name> for a while, how does your experience compare to what you expected in these areas?

		Much less than expect	Less than expected	About what I expected	More than I expected	Much more than expected
exp1	Cost of going to university	☐	☐	☐	☐	☐
exp2	Debt you might have to take on to complete your program	☐	☐	☐	☐	☐
exp3	How academically demanding your courses are	☐	☐	☐	☐	☐
exp4	The time you have to put into your coursework	☐	☐	☐	☐	☐
exp5	Contact with your professors in the classroom	☐	☐	☐	☐	☐
exp6	Contact with your professors outside of the classroom	☐	☐	☐	☐	☐
exp7	Class participation	☐	☐	☐	☐	☐
exp8	Writing in your academic	☐	☐	☐	☐	☐

work

Transition to university
How much success have you had adjusting to <university name> in the following areas?

		None	Very little	Some	Very much	No basis for opinion
tran1	Meeting academic demands	☐	☐	☐	☐	☐
tran2	Choosing a program of study	☐	☐	☐	☐	☐
tran3	Getting academic advice	☐	☐	☐	☐	☐
tran4	Performing well in written assignments	☐	☐	☐	☐	☐
tran5	Performing well in courses that require math	☐	☐	☐	☐	☐
tran6	Understanding the course material	☐	☐	☐	☐	☐
tran7	Managing your finances	☐	☐	☐	☐	☐
tran8	Managing your time	☐	☐	☐	☐	☐
tran9	Making friends	☐	☐	☐	☐	☐
tran10	Becoming involved in campus activities	☐	☐	☐	☐	☐
tran11	Finding suitable housing	☐	☐	☐	☐	☐
tran12	Dealing with new living arrangements	☐	☐	☐	☐	☐
tran13	Finding your way around campus	☐	☐	☐	☐	☐
tran14	Using the library	☐	☐	☐	☐	☐
tran15	Finding career information	☐	☐	☐	☐	☐
tran16	Commuting to campus	☐	☐	☐	☐	☐
tran18	Finding information about academic integrity (plagiarism, proper citation, etc.)	☐	☐	☐	☐	☐

Quality of teaching and staff

Considering all of your courses, please indicate your level of agreement or disagreement with the following statements.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
prof17	Generally, I am satisfied with the quality of teaching I have received	☐	☐	☐	☐	☐
staff1	Most teaching assistants in my academic program are helpful	☐	☐	☐	☐	☐
staff2	Most university support staff (e.g., clerks, secretaries, etc.) are helpful	☐	☐	☐	☐	☐

Overall evaluation and services

How satisfied or dissatisfied are you with the following aspects of King's?

		Very dissatisfied	Dissatisfied	Not sure	Satisfied	Very satisfied
eval3	Concern shown by university for you as an individual	☐	☐	☐	☐	☐
eval9	Your decision to attend this university	☐	☐	☐	☐	☐

Please indicate which of the following service you used since last September and how satisfied you are with the ones you have used.		Used	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Srv1	Services for First Nation students	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐ ☐☐
Srv2	Services for international students	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐ ☐☐
Srv3	Services for students with disabilities	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐ ☐☐
Srv4	University libraries: physical books, magazines, stacks	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐ ☐☐
Srv5	University libraries: electronic resources	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐ ☐☐
Srv7	Career counselling	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐ ☐☐
Srv8	Personal counselling	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐ ☐☐
Srv9	Academic advising	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐ ☐☐
Srv10	Tutoring	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐☐ ☐☐ ☐
Srv1	Writing skills	☐	☐	☐☐	☐☐	☐ ☐☐☐ ☐☐ ☐☐ ☐

Srv1 3	University residences	☐	☐	☐☐	☐☐	☐ ☐☐☐	☐☐ ☐☐ ☐
Srv1 4	Advising for students who need financial aid	☐	☐	☐☐	☐☐	☐ ☐☐☐	☐☐ ☐☐ ☐
Srv1 5	Financial aid	☐	☐	☐☐	☐☐	☐ ☐☐☐	☐☐ ☐☐ ☐
Srv1 6	Athletic facilities	☐	☐	☐☐	☐☐	☐ ☐☐☐	☐☐ ☐☐ ☐
Srv1 7	Other recreational facilities	☐	☐	☐☐	☐☐	☐ ☐☐☐	☐☐ ☐☐ ☐
Srv2 2	Facilities for university-based social activities	☐	☐	☐☐	☐☐	☐ ☐☐☐	☐☐ ☐☐ ☐
Srv2 3	Facilities for student associations	☐	☐	☐☐	☐☐	☐ ☐☐☐	☐☐ ☐☐ ☐
Srv2 4	Computing services help desk	☐	☐	☐☐☐	☐☐☐ ☐ ☐☐☐	☐ ☐☐☐ ☐☐☐ ☐
Srv2 5	Food services	☐	☐	☐☐☐	☐☐☐ ☐ ☐☐☐	☐ ☐☐☐ ☐☐☐ ☐
Srv2 6	Parking	☐	☐	☐☐☐	☐☐☐ ☐ ☐☐☐	☐ ☐☐☐ ☐☐☐ ☐

In what year did you begin your postsecondary studies? Year: _____
In what year did you first enrol at King's? Year: _____
Have you transferred to King's from another postsecondary institutions? Yes: _____ No: _____

On average, how many hours per week are you employed right now? _____
What impact has this employment had on your academic performance? Would you say:
_____Very negative
_____ Somewhat negative
_____ No impact
_____ Somewhat positive
_____ Very positive
_____ Not applicable (not working)

Where are you currently living?
_____ In on-campus housing (university residence, dorm, etc.)
_____ With parents, guardians, or relatives
_____ In rented off-campus housing shared with others
_____ In rented off-campus housing on your own
_____ In a home you own
_____ Other (please specify): _____

Would you prefer to liv in on-campus housing if you had the choice?
_____ Yes
_____ No

_____ Not applicable

What is your marital status?
_____ Single
_____ Married or common-law
_____ In a relationship other than married or common law
_____ Separated or divorced
_____ Other (please specify): _____

Do you have any children?
_____ Yes: If so, then: How many up to age 5? _____
_____ No   How many age 5 to 11? _____
                                        How many 12 or older? _____

In total, how many of your children currently live with you? _____

Disability
disability Do you have any of the following disabilities? Select all that apply.
Do you require accommodation for learning?   Is the accommodation at
                                                    your university adequate?

	Yes		Partly		No	
Mobility	dis1 ☐	acom1 yes ☐	needs1 ☐	☐	☐
Hearing	dis2 ☐	acom2 yes ☐	needs2 ☐	☐	☐
Speech	dis3 ☐	acom3 yes ☐	needs3 ☐	☐	☐
Vision impairment	dis4 ☐	acom4 yes ☐	needs4 ☐	☐	☐
Learning	dis5 ☐	acom5 yes ☐	needs5 ☐	☐	☐
Head injury	dis6 ☐	acom6 yes ☐	needs6 ☐	☐	☐
Other physical disability	dis7 ☐	acom7 yes ☐	needs7 ☐	☐	☐
Attention deficit disorder	dis8 ☐	acom8 yes ☐	needs8 ☐	☐	☐
Mental health	dis9 ☐	acom9 yes ☐	needs9 ☐	☐	☐
Other (specify below:)	dis10 ☐	acom10 yes ☐	needs10 ☐	☐	☐

distxt _____
I do not have a disability   dis11 ☐

What is the highest level of education your parent(s)/guardian(s) have completed?

	Parent/Guardian 1 (mother)	Parent/Guardian 2 (father)
Less than high school	☐	☐
High school	☐	☐
Some college, CEGEP or technical school (no certificate or diploma)	☐	☐
College, CEGEP or technical school graduate	☐	☐
Some university (no degree or diploma)	☐	☐
Undergraduate university degree (e.g., BA, BSc, etc.)	☐	☐
Professional degree (e.g., law, medicine, etc.)	☐	☐
Graduate degree (e.g., Master's, PhD)	☐	☐
Other – Mother (please specify) meductxt	_____	
Other – Father (please specify) peductxt	_____	
Don't know/Not applicable	☐	☐

Ethnicity

Are you … (check all that apply)

eth1	Aboriginal (e.g., status, non-status, Métis, Inuit)	☐
eth2	Arab (e.g., Saudi, Egyptian, etc.)	☐
eth3	Black	☐
eth4	Chinese	☐
eth5	Filipino	☐
eth6	Japanese	☐
eth7	Korean	☐
eth8	Latin American	☐
eth9	South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	☐
eth10	Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)	☐
eth11	West Asian (e.g., Afghan, Iranian, etc.)	☐
eth12	White	☐
eth13	Other (please specify below):	☐
ethtxt	_____	

[If eth1 = "Aboriginal" branch to ab1, otherwise branch to the Comments section.]

Which of the following describes your Aboriginal background?

ab1	First Nations status	☐
ab2	First Nations non-status	☐
ab3	Metis	☐
ab4	Inuit	☐
ab5	Other	☐