



2025 Tuition Survey for Students – Report on Findings

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2025 TUITION SURVEY FOR STUDENTS – REPORT ON FINDINGS

Background

As part of our robust annual discussions with students about tuition, the University of Saskatchewan conducted the fifth annual Tuition Survey in October 2025. The format of this year's survey reflects the progressive development of survey items and is the second year to ask specific questions about the availability of housing.

The survey invitation and reminders included a notice that participation was voluntary, and responses were confidential. The survey was open for four weeks.

Who responded?

Over 2,000 students responded to an email invitation that was sent to all undergraduate and graduate students registered in Fall 2025. This represented a response rate of 9.6%. Complete data was available for 2,222 students.

The demographics for the responding student group were as follows:

- 84% domestic, 16% international
- 76% undergraduate (including 67% direct-entry and 9% non-direct entry programs)
- 24% graduate (14% master's and 10% doctoral)
- 35% of responding students reported being in their first year of studies in their program, 23% in second year, and 17% in their third year; the remaining respondents (24%) reported pursuing their program for four or more years
- Student responses by College/School were roughly proportionate to their representation in the student population, with two exceptions. The proportion of the sample by colleges and schools can be seen in Appendix A.

Areas of Investment That Are Important to Students

Students were asked to consider a range of 28 possible areas where they believe their college/ school and/or the university should consider investing resources to improve education quality, student experience, and / or student supports that are provided. The response scale ranged from 1 ("not at all important") to 4 ("very important"). Following each cluster of items, students had an opportunity to provide additional ideas about investments.

The table below shows the percentage of students who rated an item as important or very important (column 1) and identifies items for which there was at least a 10% difference between graduate (G) and undergraduate (UG) students and between international (I) and domestic (D) students.

Investment Area	Important + Very Important %	Differences (at least 10%)
Increase open access textbooks and digital online resources	88 (tied #2)	
Offer more scholarships and bursaries	85 (#1)	I>D
Increase opportunities for internship and work-integrated learning	77	I>D
Enhance career support to help students transition out of university	76	I>D
Make improvements to student wellness services in general (e.g. such as access to medical health professionals)	73	I>D, G>UG
Improved parking options	71 (tied #2)	D>I, UG>G
Increase mental health supports	71	I>D
Increase employment opportunities for students on campus	71	I>D
Increase assistance to students in navigating the university processes (e.g. registering for classes, financial information, etc.)	66	I>D
Improve availability of academic advising to reduce wait times	65	I>D
Improve safety and security on campus	65	I>D
Increase the number of study spaces on campus	62	
Improve accessibility, particularly supports provided through AES	61	I>D, G>UG
Improve the quality of instruction through expanded training opportunities for instructors (e.g. additional training on how to use Canvas)	61	
More comfortable / flexible seating in classrooms	60	UG>G
Improve the quality of instruction by providing better learning technology tools such as Canvas, university-wide accepted AI	60	I>D
Enhanced maintenance and renovation of buildings	59	
Increase the availability of learning resources to support greater understanding of sustainability	57	I>D, G>UG
Provide healthier food options or more choices	57	I>D
Improvements to lab facilities	57	I>D, G>UG
Expand the hours of operation for libraries	57	I>D
Increase the availability of learning resources to support greater understanding and awareness of anti-racism	56	I>D, G>UG
Increase the availability of online classes	56	I>D
Increase access to tutors such as those available through the Learning Hub in the University Library	55	I>D
Increase the availability of hybrid classes	52	I>D
Enhancements to study rooms	50	I>D
Upgrades to classroom technology	49	I>D, G>UG
Expand the hours of operation for food services	49	I>D

Eight items were rated as important or very important by at least two-thirds (67%) of participants. Of these, five services pertain to services and programs where students believe more investment would be important: online textbooks, financial aid, support for career transition, internship opportunities, employment on campus. Two are from the wellness cluster -- mental health supports, wellness in general -- and one pertains to facilities and infrastructure, specifically parking. All four populations (domestic, international, undergraduate and graduate) agreed on the importance of open access textbooks and digital online resources. Generally, a greater proportion of international students ranked many of the listed services as important or very important, except for parking. These results are consistent with the results from the previous year.

After providing ratings for each of the 28 items shown in the table, students were asked to identify the three most critically important investments from the full set. The top ranked item for students was to increase scholarships and bursaries. Two items are tied for second place: increase open access textbooks and digital online resources and improve parking options. There is a clear demarcation between these three items and the other 25 items within the survey.

Responses to open-ended questions provided valuable insights into student concerns about parking, as well as the importance of well-trained instructors. Many also highlighted their financial challenges in paying tuition and lack of affordable food options on campus. Several students recognized the value of the university's recent investments into low-sensory study pods and made additional suggestions for other study spaces as well as "hang-out" spaces where students could socialize without disturbing people who are studying. New to the survey this year were several responses requesting that USask improve washroom quality.

Students also had the opportunity to provide open-ended responses regarding disinvestments. These responses included several items which are outside of the university's purview including *The Sheaf*, the transit pass and medical / dental insurance. Students used this space to request transparency in the university's investment portfolio as well as the need for the numerous construction projects on campus.

This year's survey asked specific questions about housing. Students were asked where they lived and if they had difficulty finding housing for the academic year. If they indicated they had difficulty, they were asked to identify the factors that made it difficult. 33% indicated that they lived with parents or other family members, 14% indicated they live in student housing (residence), 22% rent on their own, 21% rent with roommates and 11% own a home. Only 12% indicated that they had difficulty finding housing this year, which is considerably lower than last year's survey in which roughly a quarter of respondents reported challenges.

Conclusions

The 2025 Tuition Survey for Students resulted in more than 2,200 students providing their input on areas for greater investments at USask and where the university could reduce spending.

The findings from the survey will inform ongoing and annual discussions about resource allocation in general and tuition discussions in particular.

Appendix A

Distribution of Student Respondents from each College / School

College or School	Percentage of Respondents	Percentage of Fall Census Day Headcount
Agriculture & Bioresources	8%	7%
Arts & Science	38%	39%
Dentistry	1%	1%
Education	9%	10%
Edwards School of Business	9%	10%
Engineering	9%	9%
Graduate and Postdoctoral Studies	3%	0.4%
Johnson Shoyama Graduate School of Public Policy	2%	1%
Kinesiology	3%	3%
Law	2%	2%
Medicine	2%	6%
Nursing	5%	6%
Pharmacy and Nutrition	3%	2%
School of Environment & Sustainability	1%	1%
School of Public Health	2%	1%
Western College of Veterinary Medicine	2%	2%

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