

**Summary of Results from the
2005 Canadian Undergraduate
Survey Consortium (CUSC):**

All-year undergraduates

Prepared by the Office of Institutional Research and Planning

November 2005

TABLE OF CONTENTS

Introduction	3
Methodology	3
Profile of Carleton Respondents	4
Results	
Satisfaction Levels and Perceptions of the University	5
Suggested Areas of Improvement	13
University's Contribution to Personal Growth.....	15
Involvement in Activities On and Off Campus	17
Student Financing of their Education	18
Conclusion	19
Appendix A (CUSC Protocol for Data Use)	20
List of Tables	
Table 1: Proportional Profile of Respondents	4
Table 2: Proportion of Respondents Rating Each Item by Priority	14
Table 3: Proportion who Graded Carleton's Contribution to Each Skill as Good or Excellent	15
Table 4: Proportion of Students Reporting the Various Sources of Funding.....	18
Table 5: Concern Felt for Financial Ability to Complete Education (proportion of students).....	19
List of Figures	
Figure 1: Satisfied with Overall Quality of Education, 2002-2005.....	5
Figure 2: Satisfied with Overall Quality of Education, Carleton vs. Group 2 and 3.....	6
Figure 3: How Satisfied are you with Each of the Following.....	7
Figure 4: Satisfied with Concern Shown for Students as Individuals, 2002-2005.....	7
Figure 5: Satisfied with Concern Shown for Students as Individuals, Carleton vs. Group 2 and 3....	8
Figure 6: Student Satisfaction Ratings of University Services.....	9
Figure 7: Satisfied with Decision to Attend this University, 2002-2005.....	10
Figure 8: Satisfied with Decision to Attend this University, Carleton vs. Group 2 and 3.....	11
Figure 9: Perceptions of the University.....	12
Figure 10: Do the Following Need Improvement?	13
Figure 11: Grading Carleton Experience as Contributing to.....	16
Figure 12: Involvement in Activities During Current Year.....	17

Introduction

Carleton University regularly participates in a number of surveys in order to better understand its students' needs and perceptions. In February 2005, Carleton was one of 28 institutions that participated in an undergraduate survey co-ordinated by the Canadian Undergraduate Survey Consortium (CUSC)¹. This was Carleton's eighth year participating in a CUSC survey.

CUSC operates on a three-year survey cycle. Each year in the cycle a random sample is selected from a different group of undergraduates: all undergraduates, graduating students or first-year students. In 2005, the sample was taken from all undergraduates regardless of their year.

Methodology

Carleton took part in a pilot project along with five other institutions that involved conducting the survey on-line. A random sample of 1,000 undergraduate students was e-mailed an invitation to participate. Three hundred and fifty-eight Carleton students completed the survey, resulting in a response rate of 35.8 percent.

This report highlights selected results from the 2005 CUSC survey. Results for Carleton are presented along with a comparison with similar universities. CUSC uses three institutional groupings based on the type of programs offered, as well as the size of the student population. Group 1 includes universities which have primarily undergraduate programs and they tend to be relatively small. Group 2 institutions are more comprehensive, offering undergraduate and graduate programs, and have a medium-sized student population. The largest institutions that participated in CUSC tend to be in Group 3: they also offer a wide range of programs, including professional programs. Carleton University is conceptually situated between groups 2 and 3, and so for the purpose of this report, 'comparable universities' will be an aggregation of both groups 2 and 3.

In order to get a sense of how Carleton is doing over time, the 2005 results have been compared to the results from the 2002 survey throughout this report (the last year that an all-year undergraduate survey was done). The other two surveys in the cycle – focusing on first year and graduating students – have some survey questions in common. Where it seems appropriate and where it adds to the analysis, results from the 2003 (graduating) and 2004 (first year) surveys will be referred to briefly, recognizing the different population bases.

Differences in responses at Carleton between 2002 and 2005 were tested for statistical significance using a Pearson chi-square test, as well as Sommers'd where appropriate. Significance testing was not done to determine significance across institutions, although given the sample sizes, a rough rule of thumb is that a difference of ± 5 percent or more on a scale item (i.e. very satisfied) indicates significance 19 out of 20 times. When comparing Carleton to other institutions, especially in aggregate form, it's important to keep in mind that the other institutions are those who participated in the survey. This group of

¹ See Appendix A for CUSC's Protocol for Data Use and data use permissions.

institutions may not be representative of all institutions in Canada, especially in terms of demographics.

This report will present results from several topics in the 2005 CUSC survey of all-year undergraduate students including:

- Profile of students.
- Satisfaction levels and perceptions of the university.
- Suggested areas of improvement.
- University’s contribution to personal growth.
- Involvement in activities on and off campus.
- Student debt and sources of student funding for their education.

Profile of Carleton Respondents

A profile of the Carleton students who responded to the 2005 CUSC undergraduate survey is presented in **Table 1**. The profile of respondents at comparable institutions (groups 2 and 3) can also be found in this table, along with the range of proportions across these universities.

Fifty-six percent of the respondents from Carleton were female. This is a slightly higher proportion than at Carleton in general (51 %), but a lower proportion than the average female representation of the respondents at comparable institutions.

Carleton respondents tended to be younger than their respondent counterparts at the other institutions and they are slightly more likely to have indicated that they are of a visible minority. The undergraduates who responded at Carleton and those at comparable institutions are similar in the proportion of respondents who reported holding a student visa, being aboriginal, and having a disability.

Table 1: Proportional Profile of Respondents				
	Carleton (n=358)	Group 2 and 3 (n=8342)		
		Average	Low	High
Female	56 %	62 %	55 %	72 %
20 years of age or younger	56	49	16	66
Studying in Canada on a Student Visa	7	7	3	11
Visible minority	23	18	8	46
Aboriginal	2	3	0	6
Students with a disability	6	5	5	8
Living in rental accommodations	45	34	12	50
Living with parents	38	47	25	75
Living in on-campus housing	13	9	0	21
Came from a community of 300,000+	40	34	8	63
Students who work while studying	54	54	42	72
Average number of hours worked per week (all respondents)	16	18	14	22
Median grade (self-reported) so far at university	B	B	B	B+

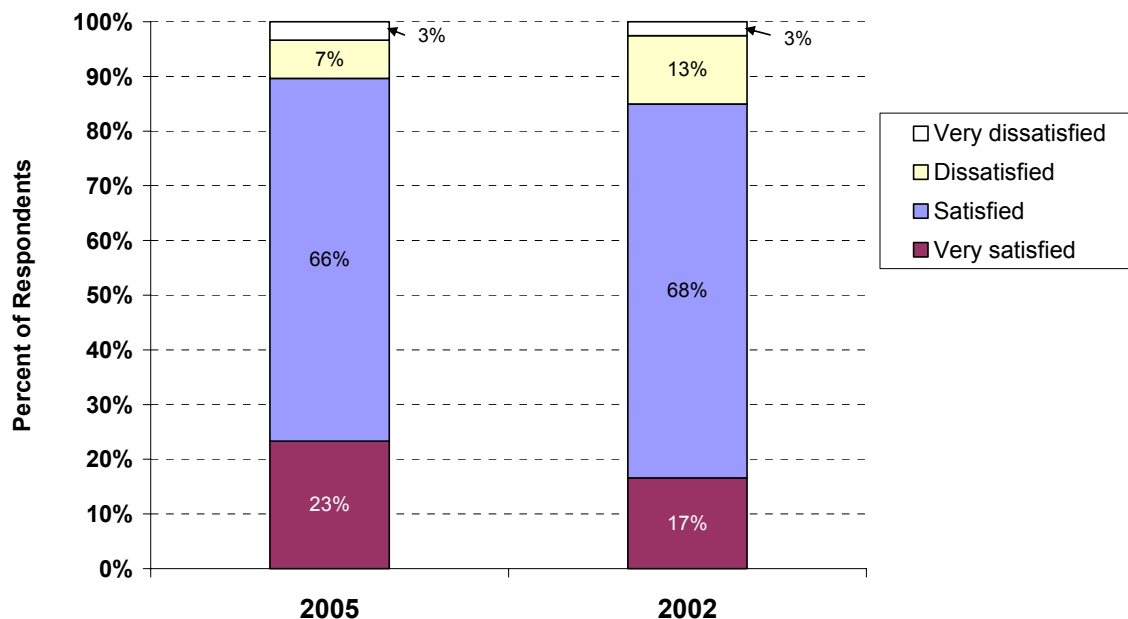
Carleton respondents were more likely to be living in rental accommodation and less likely to be living with parents. Slightly more Carleton respondents lived in on-campus housing, and had lived in an urban centre with a population of 300,000 or more before starting university.

The proportion of those working, the average number of hours worked per week and the self-reported median grade so far, were also similar between the respondents at Carleton and those in group 2 and 3 universities.

Satisfaction Levels and Perceptions of the University

The undergraduates were asked how satisfied they were with the overall quality of education they received, ranging from very ‘dissatisfied’ to ‘very satisfied’. Twenty-three percent of respondents at Carleton indicated that they were ‘very satisfied’ and 66 percent reported that they were satisfied with their overall education. **Figure 1** shows the results for 2005, along with those for 2002, the last year a similar group of students were surveyed. There has been a significant increase in the proportion of Carleton respondents who reported being ‘very satisfied’ with their overall education, from 17 percent to 23 percent. Please note that this chart, and similar ones throughout this report, was produced excluding the ‘don’t know’ and ‘no response’ categories, and that the four rated categories may not add up to 100 due to rounding.

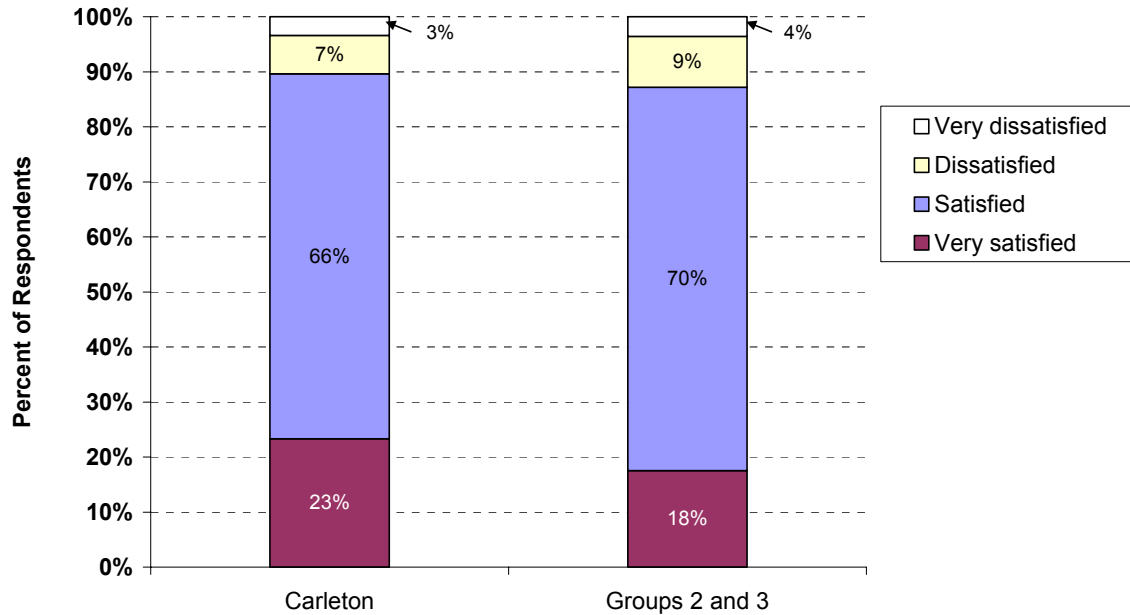
Figure 1: Satisfied with Overall Quality of Education?



Source: Canadian Undergraduate Survey Consortium (CUSC) 2002 and 2005 surveys. OIRP: September, 2005. 'No response' and 'don't know' categories have been excluded.

Carleton respondents are more likely to be ‘very satisfied’ with the overall quality of their education than respondents from comparable institutions, on average (**Figure 2**).

Figure 2: Satisfied with Overall Quality of Education?



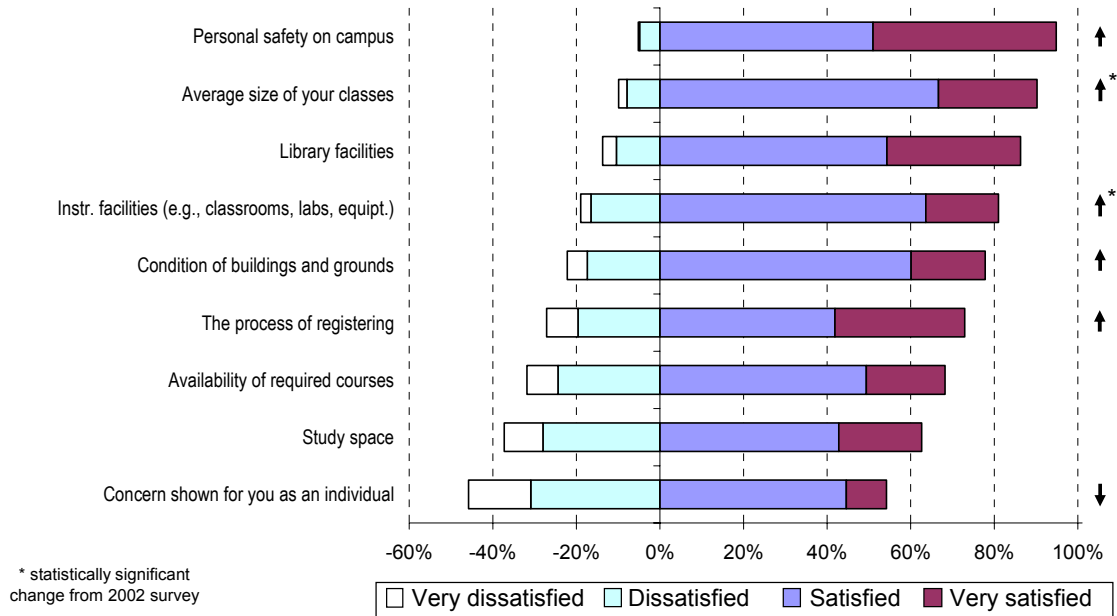
Source: Canadian Undergraduate Survey Consortium (CUSC) 2005 survey. OIRP: September, 2005. 'No response' and 'don't know' categories have been excluded.

Respondents were also asked to rate their satisfaction levels with a number of aspects of their university. The following chart (**Figure 3**) is sorted by most to least positively rated item, where positively rated is defined as being satisfied or very satisfied.

Ninety-five percent of respondents were ‘satisfied’ or ‘very satisfied’ with their personal safety on campus. Nine in ten respondents at Carleton were satisfied with average class sizes, despite the increased pressure on institutions resulting from rapid enrolment growth (and subsequent larger class sizes). Carleton respondents were more likely to report being satisfied with class sizes compared to their counterparts, on average, at group 2 and 3 universities (90 vs 85 %). More than eight in ten students positively rated library and instructional facilities.

Data for 2002 and 2005 were compared to determine if there were any differences between the two years. These differences are identified in Figure 3 as arrows on the right hand side, visually representing a trend of an increase or decrease of ‘satisfied’ and ‘very satisfied’ (of at least 3%). A starred arrow represents a statistically significant change between 2002 and 2005. Respondents’ satisfaction with average size of class and instructional facilities has significantly improved since the last survey. The rating for ‘concern shown for you as an individual’ was the only item which decreased since 2002. The availability of required courses was not an item on the 2002 survey.

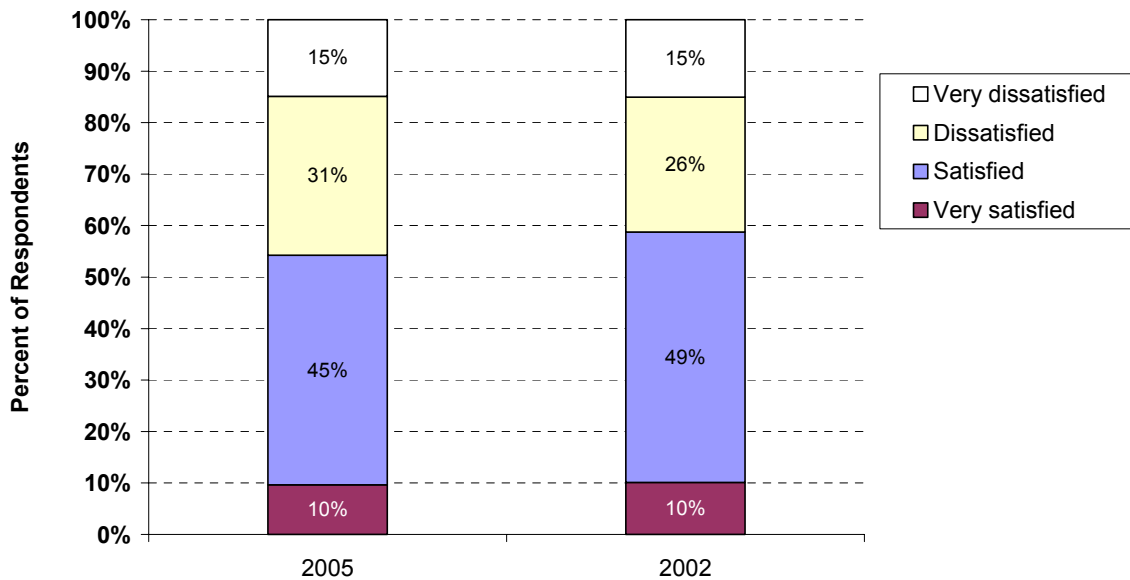
Figure 3: How Satisfied Are You with Each of the Following ...



Source: Canadian Undergraduate Survey Consortium, Question 14. Carleton results are based on 358 responses from undergraduates (36% response rate). OIRP: August 9, 2005

The item with the lowest positive rating is ‘concern shown for you as an individual’, with only 55 percent of respondents giving it either a ‘satisfied’ or ‘very satisfied’ rating. The positive rating of this item has decreased since the 2002 survey (59 %).

Figure 4: Satisfied with Concern Shown for Students as Individuals?



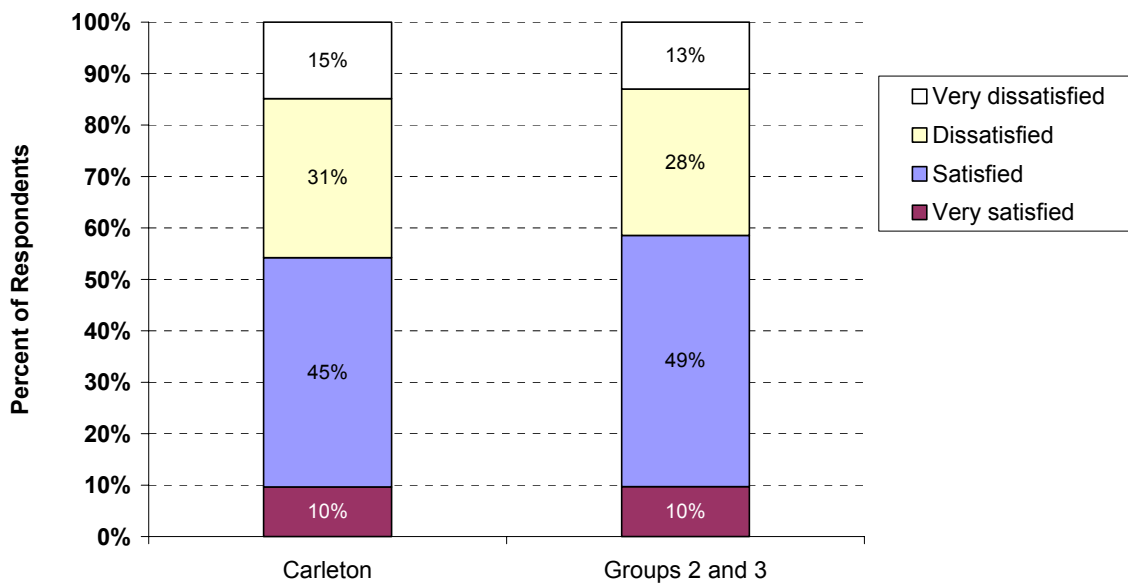
Source: Canadian Undergraduate Survey Consortium (CUSC) 2002 and 2005 surveys. OIRP: September, 2005

Comparing the results for ‘concern shown for you as an individual’ with other institutions shows that this is a response that is not unique to Carleton although the proportion who rated this item positively is lower than the national average, as well as group 1 of the CUSC classification. **Figure 5** compares the distribution of Carleton’s rating on this question compared to institutions in groups 2 and 3. This shows that Carleton respondents were less likely to be ‘satisfied’ with the concern shown for them than the average of groups 2 and 3.

A likely contributor to the decreased satisfaction levels of this item might be the large increase in enrolment between the two survey years. A double cohort of students resulted from the elimination of the fifth year of high school in Ontario. Universities across Ontario, including Carleton, were able to accommodate a greater number of students in a short period of time. For example, the increase in enrolment at Carleton between 2001/02 and 2004/05 was 29 percent, from 15,930 to 20,580 full- and part-time undergraduate students. The increase in full-time student enrolment alone was 34 percent.

An aggregation of the Ontario universities participating in the survey shows that there was a system-wide statistically significant decrease in satisfaction for the ‘concern shown for students as individuals’. An aggregation of non-Ontario universities resulted in a statistically significant increase in satisfaction for this item, showing that this was a situation unique to Ontario. No other province showed a significant decrease, in fact most showed a significant improvement in satisfaction from 2002 to 2005.

Figure 5: Satisfied with Concern Shown for Students as Individuals?

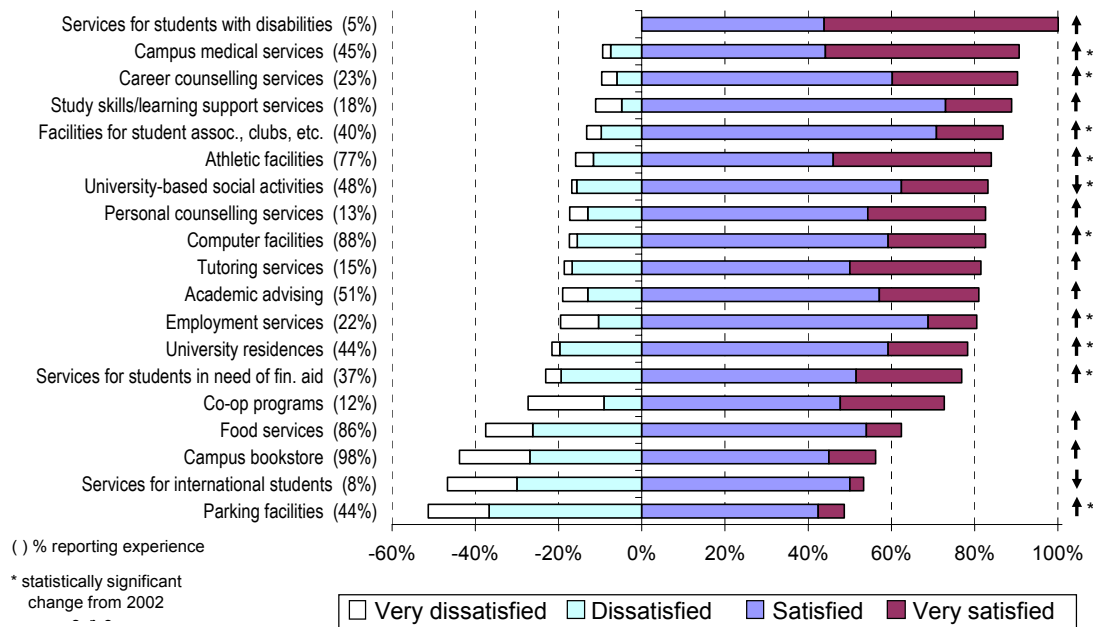


Source: Canadian Undergraduate Survey Consortium (CUSC) 2005 survey. OIRP: September 2005. 'No response' and 'don't know' categories have been excluded.

There was an opportunity on the CUSC survey for respondents to rate services and facilities at the university (**Figure 6**). They were first asked if they personally used each service or facility, the proportion of users being shown in the chart in parentheses beside each item, for example 77 percent of respondents had used athletic facilities. The most widely used services and facilities on campus were not surprisingly the bookstore, food services and computer facilities. The least used services were services for students with disabilities, services for international students, co-op programs and personal counselling services. Keep in mind that the smaller the proportion of students who reported using a service or facility, the less reliable the results may be for the satisfaction rating portion of the question.

Satisfaction ratings were provided by those who had used the service or facility. More than nine in ten respondents rated the following services as ‘satisfied’ or ‘very satisfied’: services for students with disabilities, campus medical services and career counselling. Many other services and facilities were also very positively rated, with more than eight out ten students rating them satisfied or very satisfied. The least positively rated services and facilities were the campus bookstore, services for international students and parking facilities. Parking facilities is, on average, the lowest rated item across institutional groupings on this question. Interestingly, even though only about half of Carleton students rated their satisfaction with parking as ‘satisfied’ or ‘very satisfied’, this is a higher proportion than the national average and that of groups 1 and 2/3.

Figure 6: Student Satisfaction Ratings of University Services



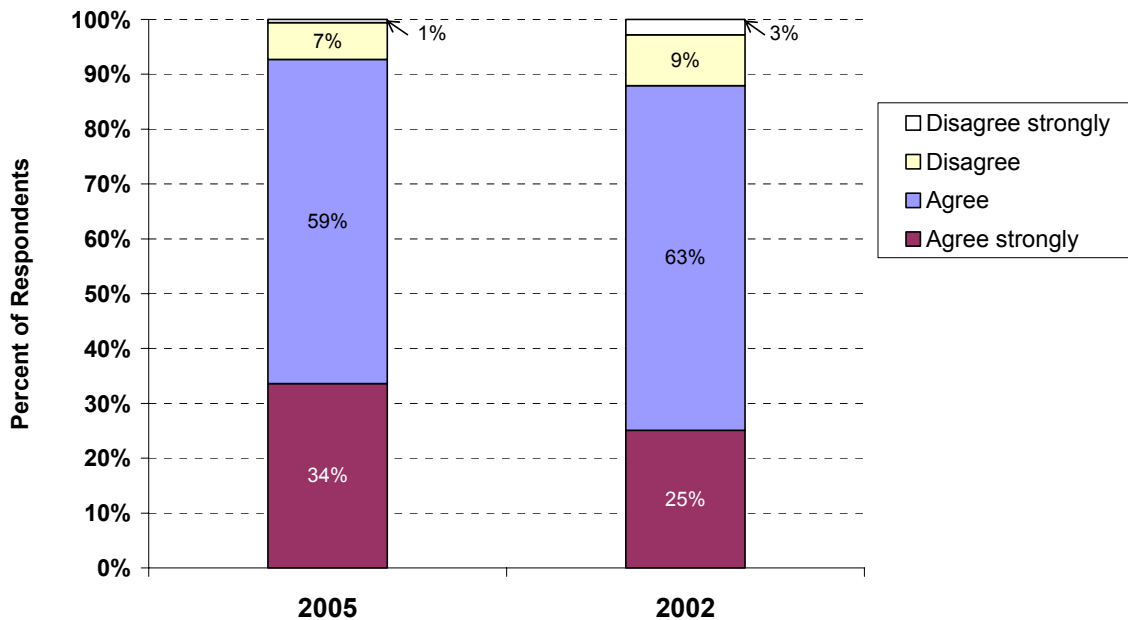
Source: Canadian Undergraduate Survey Consortium, Question 15. Carleton results are based on 358 responses from undergraduates (36% response rate). OIRP: August 10, 2005

For the most part, where there was a statistically significant difference from 2002's comparable results (as shown by the starred arrows) it was an improvement in satisfaction levels, with the exception of university-based social activities. Co-op programs was not an

item in the 2002 survey. The positive rating decreased for services for international students (to 53 %) since 2002 when 76 percent of students rated it positively. This decrease appears substantial but is not statistically significant, likely to due to the relatively small number of respondents who used this service (30 in 2005). While this decrease is not significant, it is worthwhile keeping an eye on future results since along with the increase in total enrolment, the number of international students almost doubled between 2001/02 and 2004/05, from 943 to 1,836 full and part-time undergraduates. This growth occurred mostly in those studying full-time (an increase of 120 percent). The increase in international students may not be sufficient to explain the decrease in satisfaction between 2002 and 2005. In 2004, when only first year students were surveyed, services for international students received a high rating, even higher than 2002 results: 82 percent chose 'satisfied' or 'very satisfied' in 2004, compared to only 53 percent in 2005. A comparable question was not asked of graduating students in 2003.

One of Carleton's strategic themes is to 'ensure an outstanding university experience for our students'. This can be measured in part by gathering information on student perceptions of their university. Consequently, it is an important result shown in **Figure 7** that 93 percent of students 'agreed' or 'strongly agreed' that they were satisfied with their decision to attend Carleton. It is also an encouraging sign that this proportion has increased from 2002 (88 %), in fact driven by the significant increase in 'agree strongly' (from 25 to 34 %). A similarly high proportion of respondents satisfied with their decision resulted from the graduating (2003) and first year (2004) student CUSC surveys.

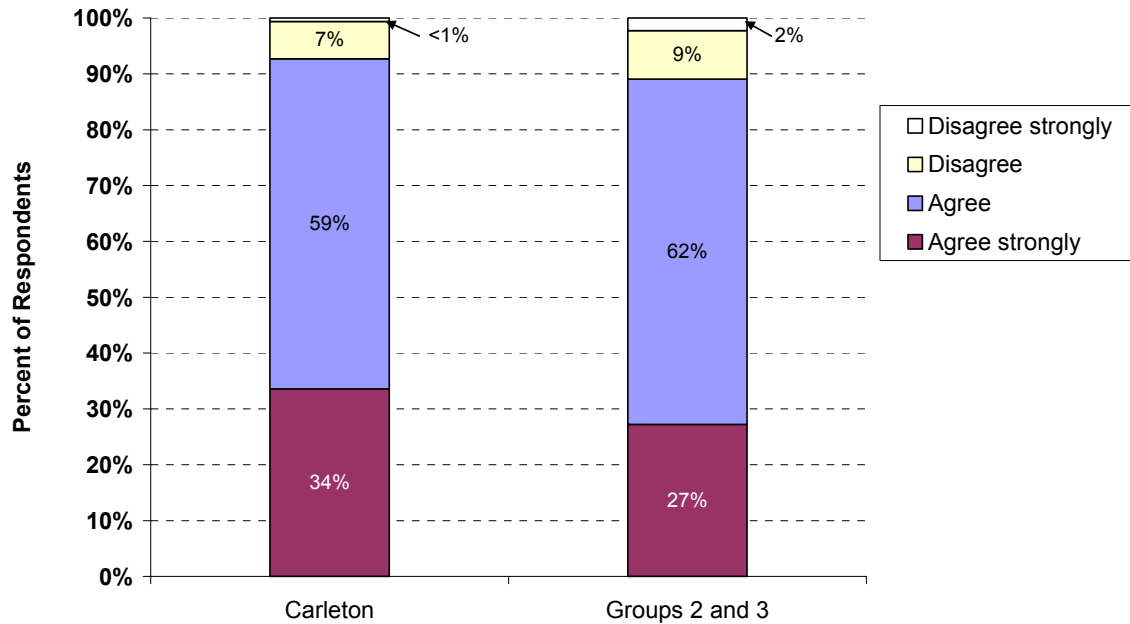
Figure 7: Satisfied with Decision to Attend This University?



Source: Canadian Undergraduate Survey Consortium (CUSC) 2002 and 2005 surveys. OIRP: September, 2005. 'No response' and 'don't know' categories have been excluded.

The level of students' satisfaction with their decision to attend Carleton has not only improved since 2002, it is also at a higher level than the average of comparable universities (Figure 8).

Figure 8: Satisfied with Decision to Attend This University?



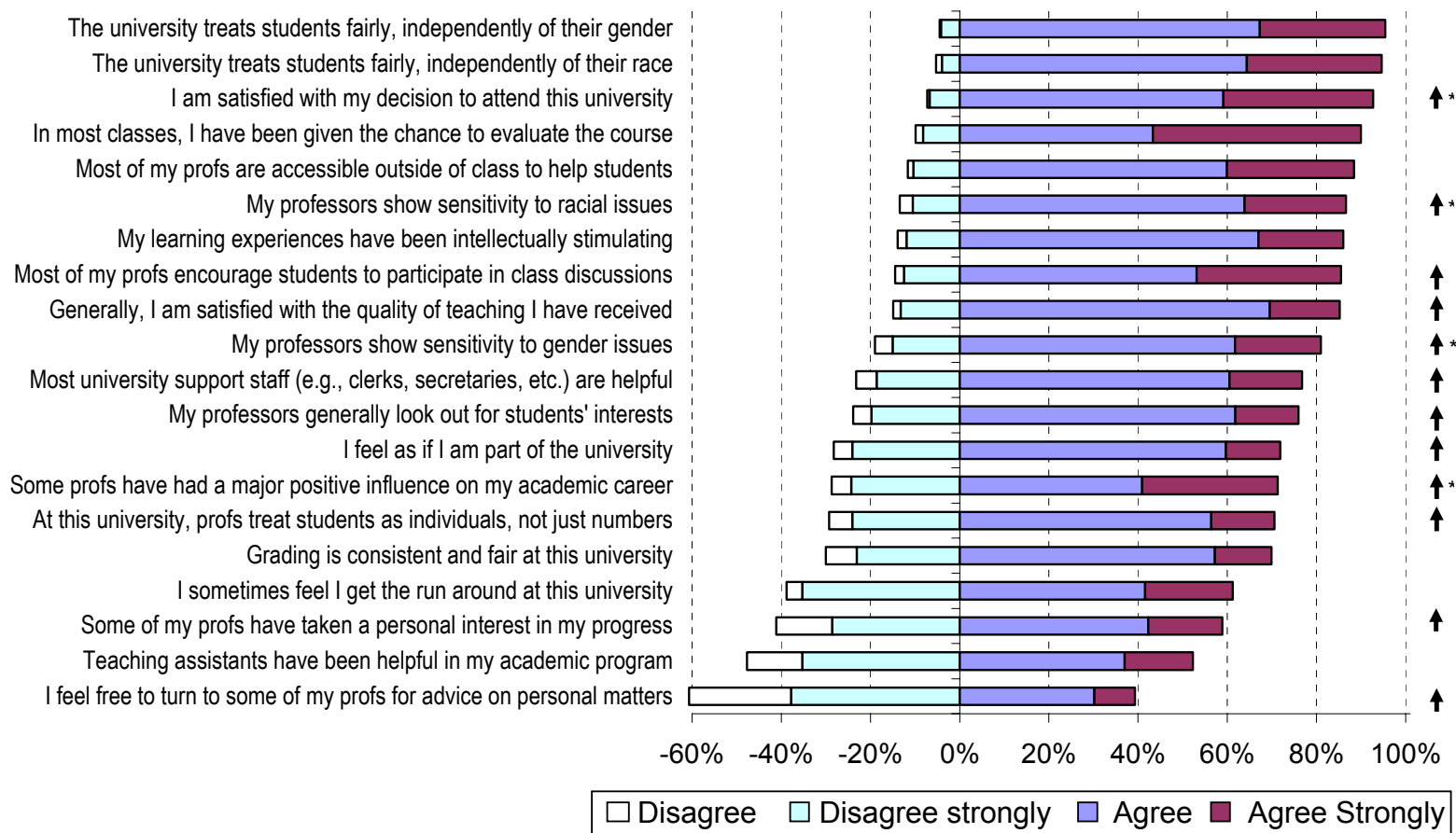
Source: Canadian Undergraduate Survey Consortium (CUSC) 2005 survey. OIRP: September, 2005. 'No response' and 'don't know' categories have been excluded.

The results of all of the perception questions are shown in **Figure 9**, illustrating that respondents perceive, amongst other items, that students are being treated fairly regardless of their race or gender. Eighty-five percent of respondents 'agreed' or 'strongly agreed' that they were satisfied with teaching in general. Previous CUSC surveys have shown similar satisfaction levels at Carleton: in the 2004 survey of first year students 89 % 'agreed' or 'strongly agreed'; in the 2003 survey of graduating students 84 % 'agreed' or 'strongly agreed'; in the comparable 2002 survey 80% 'agreed' or 'strongly agreed'.

The least agreed-upon statements showed that just over half of respondents felt that TAs were helpful, and that roughly four out of ten students felt that they could go to their professors for advice on personal matters. This last item, seeing professors about personal matters, may be a reflection of a Canadian institutional culture that does not see it as a professor's place to become involved with a student's personal life. Indeed, the result at Carleton (39 percent 'agreed' or 'strongly agreed') is similar to the average for the institutional groupings 2 and 3 (37 %). Perhaps a sign that this culture is changing is that respondents were significantly more likely to 'agree' or 'strongly agree' to this statement in 2005 as compared to 2002 (39 vs 31 %).

There has been a statistically significant improvement in the sensitivity shown by professors to racial and gender issues. Another item that improved significantly is the positive influence professors had on the respondents' academic career. Two items in this graph were not asked in 2002: 'Grading is consistent and fair...' and 'Teaching assistants have been helpful...'

Figure 9: Perceptions of the University

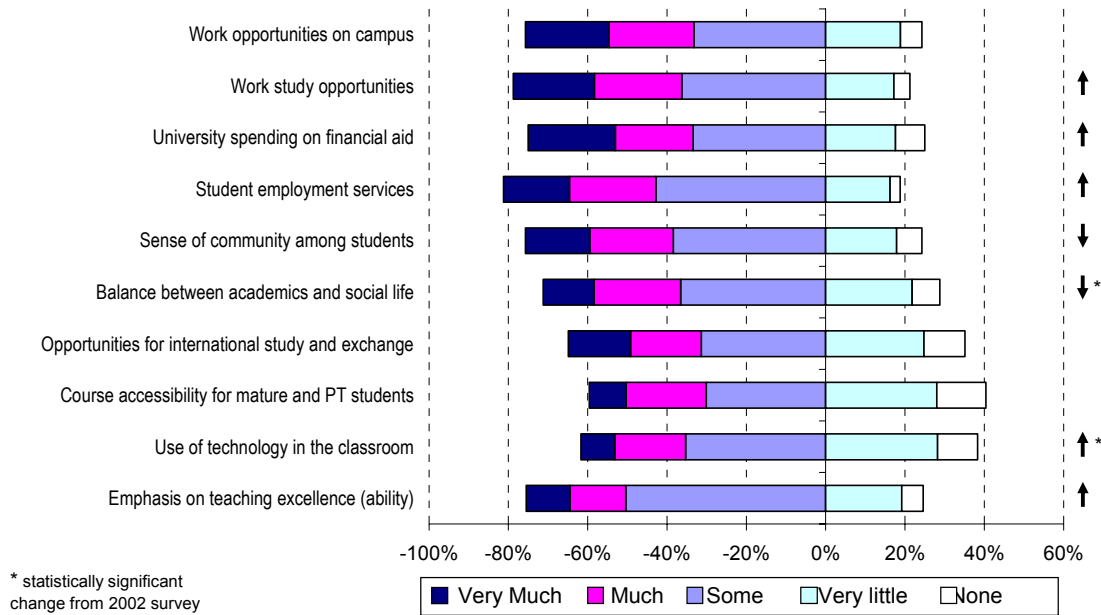


Source: Canadian Undergraduate Survey Consortium, Question 16. Carleton results are based on 358 responses from undergraduates (36% response rate). OIRP: August 9, 2005

Suggested Areas of Improvement

Respondents were given the chance to indicate whether various aspects of their university were in need of improvement. They rated how much improvement, if any, each item needed, from 'none' to 'very much'. **Figure 10** illustrates these results. This chart is sorted by the proportion who answered that an element needed 'much' or 'very much' improvement, in descending order. Employment-related items were at the top of this chart. This may be an indication that undergraduate students feel that there is a disjoint between academic life and employment, whether it is intended as career-related experience or part-time and summer work. These results have neither significantly improved nor worsened since the last all-year undergraduate survey in 2002. A comparable 'improvement' question was not asked in previous CUSC surveys of first year and graduating students.

Figure 10: Do the Following Need Improvement?



Source: Canadian Undergraduate Survey Consortium, Question 17. Carleton results are based on 358 responses from undergraduates (36% response rate). OIRP: September 7, 2005

Another item near the top of the chart, indicating that it needs more improvement, is the level of university spending on financial aid. There has been an improvement in the perception of spending on financial aid (which presumably means increasing spending), although this improvement is not statistically significant. In 2002, 53 percent of respondents felt this aspect needed 'much' or 'very much' improvement compared to only 42 percent in 2005. Carleton University is noted for its spending on scholarship and bursaries, and in fact, Carleton students were considerably less likely to feel that their university's level of spending on financial aid needed 'much' or 'very much' improvement (42%), compared to the average of comparable institutions (55%). It should also be noted that the relatively high proportion of students who felt this item needed improvement across the participating universities might partly be a reflection of a general feeling of inadequate student financial support from provincial and federal government programs such as OSAP.

Use of technology is near the bottom of the chart (indicating less improvement needed). In 2005, 26 percent of undergraduate respondents felt that the use of technology in the classroom needed ‘much’ or ‘very much’ improvement. This is more positive than in 2002 when 36 percent of respondents felt that level of improvement was necessary. This is an encouraging result since Carleton has made significant investments in improving technology in the classrooms over the last three years. The use of this classroom technology has been encouraged through initiatives such as the Education Development Centre (EDC) where workshops on teaching technology are offered to faculty, sessional lecturers and TAs.

Emphasis on teaching excellence received the lowest proportion of responses indicating a need for ‘much’ or ‘very much’ improvement. This is in keeping with previous positive results seen in the perception section of the survey with regard to overall quality of teaching. Graphically presenting the results this way (sorting by much and very much) could make it easy to miss that while many respondents did not feel that major improvements in teaching were necessary, a full half of the students felt that some improvement was necessary.

After the respondents had a chance to indicate what needed improvement, and how much, they were then asked to order them by their top three priorities. **Table 2** shows the proportion that ranked each item in the list by first, second and third priority. The total column represents the proportion of respondents who chose each item as one of their top three priorities.

Table 2: Proportion of Respondents Rating Each Item by Priority				
	1st priority	2nd priority	3rd priority	Total
Emphasis on teaching excellence	31 %	11 %	9 %	51 %
University spending on financial aid	14	9	13	36
Balance between academics and social life	7	13	14	34
Sense of community among students	7	12	11	30
Work study opportunities	6	13	8	27
Student employment services	5	9	10	24
Work opportunities on campus	6	5	12	23
Use of technology in the classroom	5	8	8	21
Opportunities for international study and exchange	3	6	6	15
Course accessibility for mature and part-time students	3	4	3	10

Interestingly, while respondents indicated earlier that teaching ability did not need a lot of improvement, it is at the top of their priority list of improvements. Almost one out of three respondents indicated that an ‘emphasis on teaching excellence’ was their first priority for improvement, and over half felt it was a top-three priority. ‘University spending on financial aid’ was not only a candidate for considerable improvement according to respondents; it is also near the top of their priority list. Employment related items were given less of a priority even though they were items which were deemed to need much improvement, relatively. The priority columns do not add up to 100 percent since the respondents were given the opportunity to write in other items that they felt needed improving (such as food services, student facilities, athletics, and infrastructure).

University's Contribution to Personal Growth

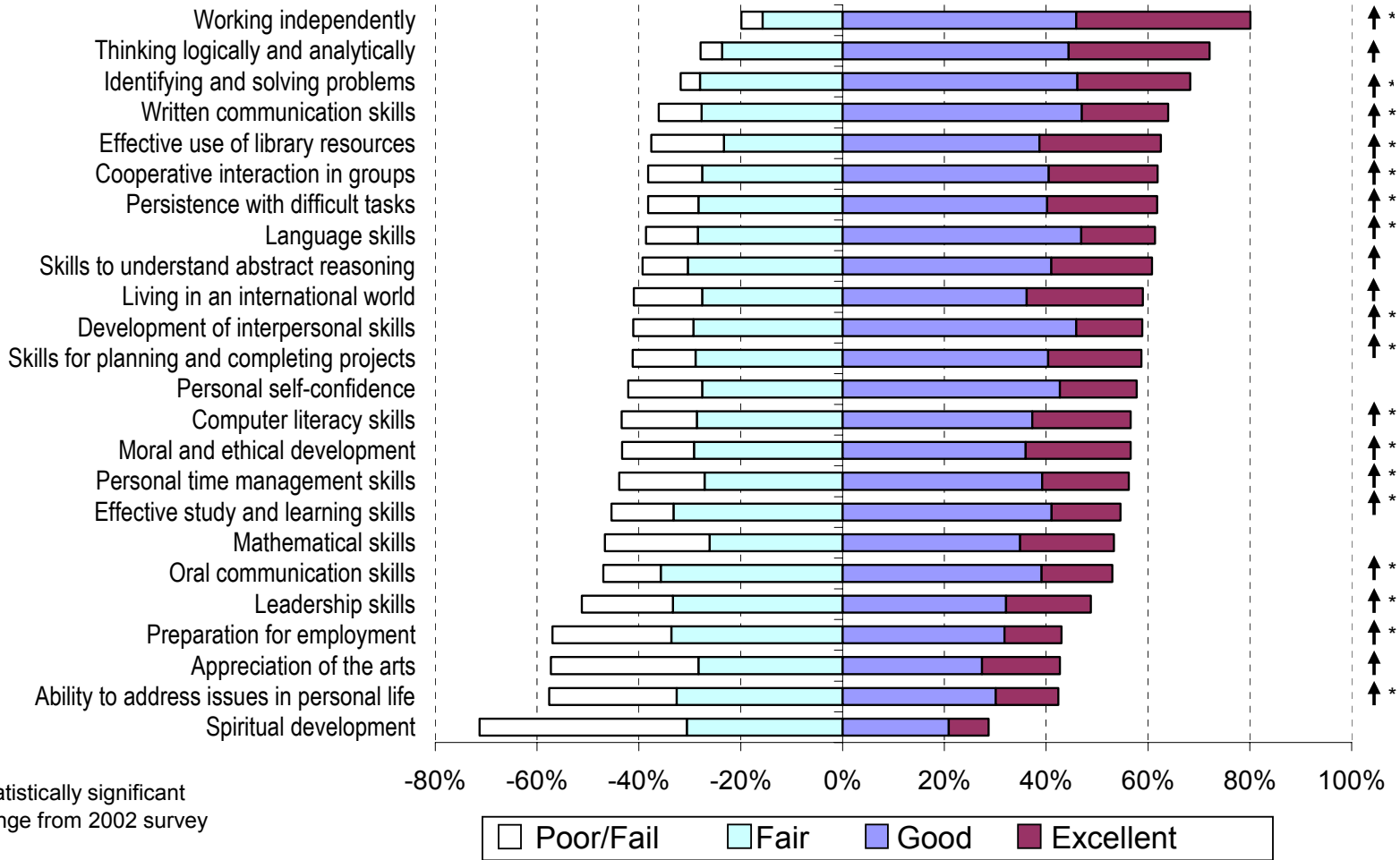
The universities in the 2005 CUSC survey were graded for their contribution to various areas of personal growth and development (**Figure 11**). The five grades ranged from A (Excellent) to F (Fail). Keep in mind that some of these items are debatable as to whether it's a university's role to influence (e.g., spiritual development), and may be more appropriate for some institutions rather than others. Respondents were given the option to choose 'not applicable'. Note that 'poor' and 'fail' have been combined into one category in order to simplify the graph. Also, the proportions in this chart are calculated excluding the 'not applicable' response.

Respondents felt that studying at Carleton contributed the most to their development of working independently, thinking logically and analytically, and identifying and solving problems. The items which received the smallest proportion of 'good' and 'excellent' grades were preparation for employment, appreciation of the arts, ability to address issues in personal life, and spiritual development.

Carleton's contribution to many of these skills has significantly improved from the 2002 survey, as shown by the starred arrows in the chart. The contribution to personal self-confidence and spiritual development were not items on the 2002 survey. It is also interesting to compare the 2005 results to those of 2003 since that survey population was graduating students. Arguably, a university's ability to contribute to most of these skills increases over a student's time at the institution. This appears to be the case at Carleton, where the proportion of those grading their university's contribution to each skill as 'good' or 'excellent' increases for virtually all items for graduating students (2003 results). **Table 3** shows the results for comparable questions throughout various years and cohorts.

Table 3: Proportion Who Graded Carleton's Contribution to Each Skill as Good or Excellent. 2002, 2003 and 2005 (for comparable items).			
	2002	2003	2005
	(undergrads)	(graduating students)	(undergrads)
Working independently	68 %	86 %	80 %
Thinking logically and analytically	68	80	72
Identifying and solving problems	53	72	68
Written communication skills	50	68	64
Cooperative interaction in groups	50	65	62
Skills to understand abstract reasoning	54	71	61
Development of interpersonal skills	38	63	59
Skills for planning and completing projects	47	73	59
Moral and ethical development	43	54	57
Personal time management skills	39	60	56
Effective study and learning skills	45	64	55
Mathematical skills	51	57	53
Oral communication skills	42	63	53
Leadership skills	33	49	49
Preparation for employment	29	55	43
Appreciation of the arts	32	41	43
Ability to address issues in personal life	28	48	42

Figure 11: Grading Carleton Experience as Contributing to ...



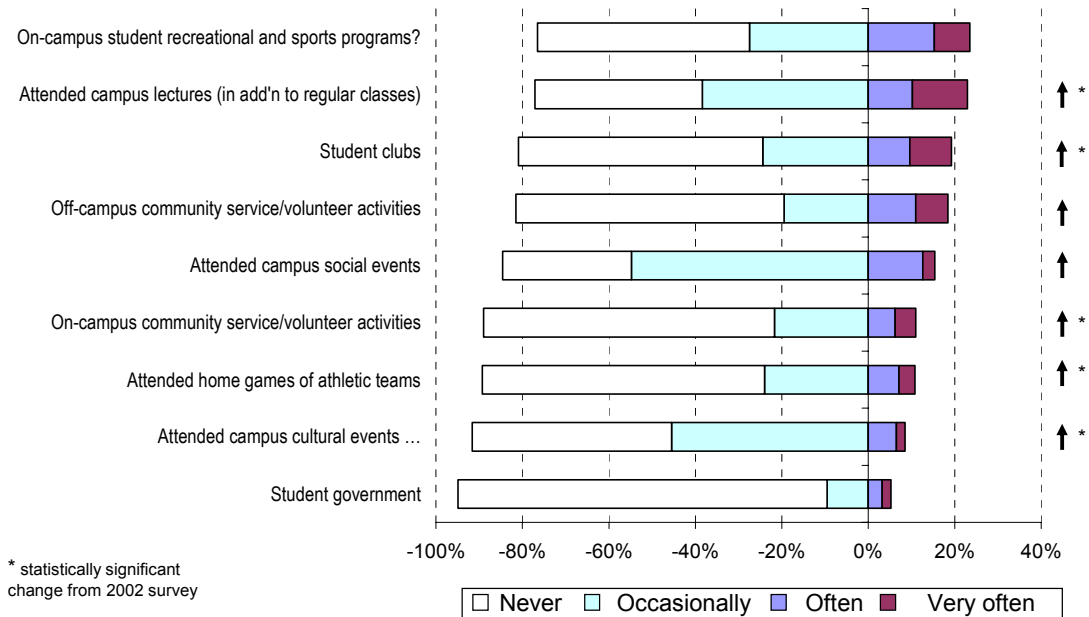
* statistically significant change from 2002 survey

Source: Canadian Undergraduate Survey Consortium, Question 20. Carleton results are based on 358 responses from undergraduates (36% response rate). OIRP: August 9, 2005

Involvement in Activities On and Off Campus

Carleton students vary in their interests and participation levels in extra-curricular activities (**Figure 12**). More than one in five students ‘often’ or ‘very often’ participated in on-campus recreation or sports, and/or attended lectures in addition to regular classes. Respondents were more likely to be involved in the activities ‘occasionally’, rather than ‘often’ or ‘very often’.

Figure 12: Involvement in Activities During Current Year



Source: Canadian Undergraduate Survey Consortium, Question 18. Carleton results are based on 358 responses from undergraduates (36% response rate). OIRP: August 9, 2005

Compared to the 2002 respondents, those in the 2005 survey were more likely to be involved in activities. Many activities saw a significant increase in participation. The only activity which saw no change was involvement in student government. On-campus student recreational and sport programs were not topics in the 2002 survey.

Respondents from comparable institutions had similar profiles for most activities. Any variation tended towards Carleton respondents reporting slightly higher rates of involvement in activities (Carleton compared to groups 2 and 3):

- On-campus student recreational and sports programs – 24 % vs. 19 %
- Attended lectures in addition to regular classes – 23 % vs. 20 %
- Student clubs – 19 % vs. 15 %
- Attended campus social events – 15 % vs. 12 %
- On-campus community service/volunteer activities – 11 % vs. 8 %

Student Financing of their Education

More than half of Carleton respondents reported debt (56 %). The average repayable debt for those with debt was \$17,900. This is a higher average amount than for group 1 (\$16,400), group 2 (\$16,900) and group 3 (\$14,700).

Thirty-six percent of Carleton respondents had debt from government student loans, 24 percent had loans from parents/family and 17 percent borrowed from financial institutions.

When financing their education, almost half (47 %) of Carleton respondents reported four or more different sources of funding (repayable or not). This is more than double the proportion of the average at comparable universities (23 %) **Table 4** lists the distribution of the main sources of financing education at Carleton and at the institutions in groups 2 and 3. Note that columns do not add up to 100 since respondents could provide more than one answer.

	Carleton	Groups 2 and 3
Parents/family spouse	66 %	57 %
Earnings from summer work	58	41
Personal savings	48	38
Earnings from current employment	39	32
Government loan or bursary	35	29
University scholarship/financial award	32	20
University bursary	21	9
RESP	9	5
Investment income (bonds, dividends, interest, etc.)	4	4
Co-op program/work term	4	4
Work-study program	5	2
Other	8	8

Since Carleton respondents report more sources of funding, on average, the differences between Carleton and the comparable institutions in Table 4 are not surprising.

In a separate question, respondents were asked if they had ever received an academic scholarship from their university. Fifty-five percent of Carleton students responded that they had received a scholarship, compared with 30 % on average for groups 2 and 3. There has been a slight increase in the proportion of Carleton respondents who had received an academic scholarship since 2002 (51%) although the difference is not statistically significant.

This access to academic scholarships does not appear to eliminate the financial concerns of students. The undergraduates were asked how concerned they were about having sufficient funds to complete their university education. **Table 5** shows the results from the 2002 and 2005 Carleton cohorts, as well as the 2005 average for groups 2 and 3.

Table 5: Concern Felt for Financial Ability to Complete Education Proportion of respondents from 2002 and 2005 CUSC surveys			
	2002 (Carleton)	2005 (Carleton)	2005 (groups 2 and 3)
Not concerned, should have sufficient funds.	29 %	26 %	30 %
Some concern, but will probably have enough funds.	40	41	44
Very concerned, may not have enough funds.	31	33	26

It appears that Carleton students were more concerned about their ability to pay for the rest of their education in 2005 than respondents at comparable institutions. This concern has grown slightly since 2002, although the increase is not statistically significant.

Conclusion

Carleton University is pleased that its students participated in this latest CUSC survey, providing useful and frank feedback (represented by the wide range of responses). It is encouraging that many results are improving in relation to earlier surveys and in relation to group 2 and 3 institutions. It is also heartening that both Carleton and its students share common goals, such as placing an emphasis on teaching excellence (which has seen an improvement of satisfaction levels with recent efforts).

Results from this survey, along with others, will help Carleton provide an outstanding learning experience for its current and future students. The next CUSC survey is scheduled for February 2006, focusing on graduating students in undergraduate programs.

For further information on Carleton University, and the results of the surveys in which it participates, go to www.carleton.ca/oirp.

APPENDIX A

Please note that this report contains material copyrighted by the Canadian Undergraduate Survey Consortium. In order to use the data from this report, permission is required from the Office of Institutional Research and Planning, Carleton University. Also note that according to the protocol below, no ranking or inter-university comparisons are permitted.

CANADIAN UNDERGRADUATE SURVEY CONSORTIUM (“CUSC”)

PROTOCOL FOR DATA USE

Members of the consortium are bound by the following protocol for the control of survey data.

It was agreed by the participants that data were owned collectively and would be distributed only by collective agreement.

1. The purpose of the survey is to produce data that will allow participating institutions to assess their programmes and services. Comparisons with other institutions are made to assist in these assessments. Ranking of institutions is not, in itself, a purpose of the survey.
2. The survey data are owned collectively by the participating institutions.
3. The report that has been prepared may be reproduced and distributed freely on the campuses of participating institutions. However, use of the institutional code key is restricted to members of the steering committee and senior administration at the various campuses on a confidential basis.
4. Institutions will receive a data package that includes data for all participating institutions along with the institutional identifiers so that appropriate institutional comparisons can be made by each institution. This must be done in a way that protects the confidentiality of the institutional identities and respects the absolute right of each institution to decide what portions of its data should be disclosed.
5. For institutional promotion, recruiting or other public dissemination, rankings may not be used. However, an institution’s mean results, the aggregate mean results, and mean results for the comparable group of institutions in the survey report may be used, although the names of other institutions may not be used.
6. Access to the aggregate data for research purposes may be granted to interested persons provided that the intended use is a legitimate, non-commercial one, the researcher is qualified and agrees to acknowledge the ownership of the data by participating universities and to provide the consortium with a copy of any report or publication that is produced. Decisions on such requests will be made by a sub-committee consisting of Dennis Domoney, Eric McKee and Garth Wannan with consultation with members of the full steering committee in the case of requests that seem problematic.

Amended May 17, 2001