

**2013 Canadian University
Survey Consortium (CUSC):
First-Year Undergraduate Students**

Prepared by the Office of Institutional Research and Planning

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TABLE OF CONTENTS

Introduction	3
Methodology	3
Profile of Carleton Respondents	4
Results	
Deciding to Attend University.....	6
Factors Influencing Decision to Choose Carleton.....	8
Orientation.....	10
Adjusting to University.....	11
Satisfaction with University Experience.....	12
Satisfaction with Student Services.....	15
Intentions to Return	17
Positive and Negative Aspects of Carleton (Open-ended questions).....	17
Conclusion	19
Appendix A (Protocol for Data Use)	21
Appendix B (List of Group 2 and 3 Institutions)	22
Appendix C (Selected Detailed Results).....	23

Introduction

Carleton University regularly participates in a number of surveys in order to better understand its students' characteristics, needs and perceptions. In January 2013, Carleton was one of 35 institutions that participated in an undergraduate survey co-ordinated by the Canadian University Survey Consortium (CUSC)¹. This was Carleton's 15th 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 2013, the sample consisted of first-year undergraduate students.

Methodology

An invitation to complete this online survey was e-mailed to a random sample of 4,000 Carleton students who were first time, first-year students. 1788 Carleton students responded to the survey, resulting in a 44.7 percent response rate (comparable to Carleton's 2010 response rate of 45.5 percent).

This report is meant to highlight results related to student satisfaction with their university experience and success adjusting to university. Results for Carleton are presented along with a comparison with similar universities. CUSC uses three institutional groupings that are 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. For the purpose of this report, **the aggregate of Groups 2 and 3, excluding Carleton, will be used as the comparison group**². Any differences noted in the text of this report are deemed to be statistically significant, unless otherwise noted³.

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

² Carleton is excluded from the Group 2 and 3 proportions in this report. See Appendix B for a list of Group 2 and 3 universities.

³ Chi-square and Somers'd tests. $\alpha = 0.05$. Statistical tests exclude Carleton from Group 2 and Group 3.

In order to get a sense of how Carleton is doing over time, the 2013 results have been compared to the results from the 2010 survey throughout this report (the last year that a first-year student survey was done). Again, only differences that are statistically significant will be discussed in the text. Please note that totals may not add up to 100 since proportions are rounded. More detailed results for some of the information included in graphs and discussions can be found in **Appendix C**.

Profile of Carleton Respondents

A profile of Carleton students who responded to the 2010 CUSC survey is presented in Table 1. The profile of respondents at comparable institutions (Group 2 and 3) can also be found in this table. To give a more representative idea of how the profile of students is fairly diverse amongst institutions, we've included the range (lowest and highest proportions) of results across the Group 2 and 3 universities.

Sixty percent of respondents from Carleton were female. This is a slightly higher proportion than at Carleton in general (48%), but still represents a lower proportion of females when compared to the average of Group 2 and 3.

Not surprisingly, a large proportion of first-year respondents were 18 years of age or younger. Nevertheless, Carleton respondents were slightly younger in general in comparison to their Group 2 and 3 counterparts, on average.

Carleton respondents were more likely than the average of groups 2 and 3 to be international students, self-report as a visible minority⁴, and/or have a disability. The first-year students who responded at Carleton and those at comparable institutions reported similar proportion, on average, of self-declaring as Aboriginal.

⁴ A respondent was determined to be a visible minority if they selected any of the following ethno-cultural categories: Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian or West Asian.

Table 1: Proportional Profile of Respondents				
	Carleton (n=1624)	Group 2 and 3		
		Average	Low	High
Female	60%	66%	55%	78%
18 years of age or younger	81%	73%	7%	92%
International Student	9%	4%	0%	19%
Visible minority	40%	30%	6%	71%
Aboriginal	2%	3%	0%	15%
Students with a disability	11%	9%	4%	14%
Living in rental accommodations	12%	16%	4%	62%
Living with parents	36%	44%	19%	82%
Living in on-campus housing	51%	38%	4%	76%
Came from a community of 300,000+	45%	30%	8%	58%
Students who work while studying	27%	34%	15%	64%
Average number of hours worked per week (all respondents who worked)	14	13	10	15
Median grade (self-reported) so far at university	B+	B+	B	A-
Median grade (self-reported) High School	A-	A-	A-	A or A+

At Carleton, more than half of first-year respondents were living in on-campus housing. Carleton respondents were more likely than respondents on average in Group 2 and 3 to be living in on-campus housing and less likely on average to be living with parents or in rental accommodations. First-year students from Carleton were more likely to have lived in an urban centre with a population of 300,000 or more before starting university.

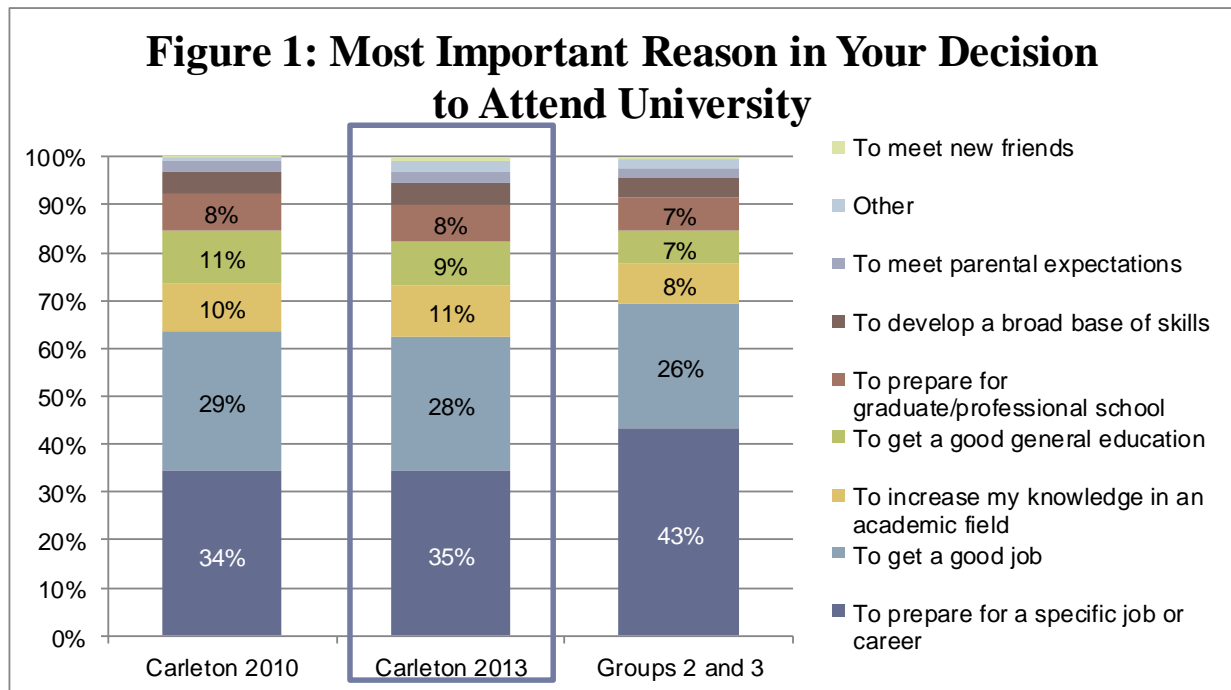
Carleton University first-year respondents were less likely to be working while studying, but those with employment worked the a similar number of hours, on average.

Self-reported median grade, both from high school and their grades in university so far, were similar between the respondents at Carleton and those in Group 2 and 3 universities, on average.

Deciding to Attend University

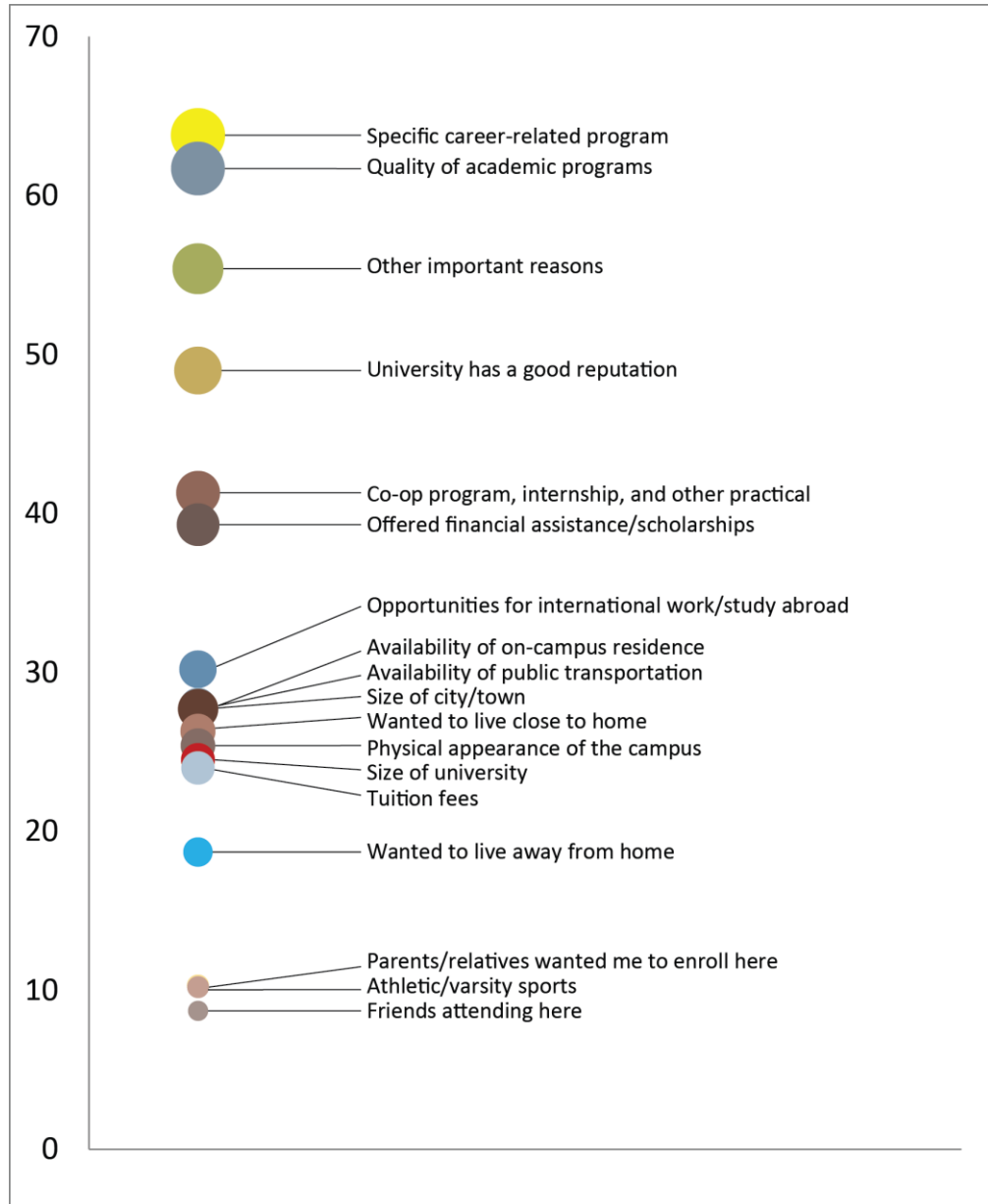
Presumably, potential students have a myriad of reasons for considering university, as opposed to considering other options such as college, or postponing (or foregoing) post-secondary education and working instead. In an attempt to draw out themes amongst those who have chosen to attend university, the CUSC survey presents these first-year students with a list of often cited reasons. Respondents were first asked to rate how important each item was, and then pick the most important reason from a list (or specify Other).

For 63 percent of Carleton respondents, the top reason for deciding to attend university involved future employment (**Figure 1**). Specifically, the most often cited reason was to prepare for a specific job or career, followed by getting a ‘good job’. Carleton respondents were less likely than the comparison group to select ‘a specific job or career’, but were more likely to select ‘to get a good job’ and ‘to get a good general education’. It should be noted that program mix across universities can vary considerably, and that presumably reasons for attending university may vary with the program mix. This analysis does not try to separate that influence on results. Carleton’s results in 2013 were similar to those in 2010.



Respondents were then asked about specific factors that led to them choosing the university they were attending at the time of the survey. **Figure 2** shows the reasons for Carleton respondents, ranked by the proportion choosing ‘very important’. Please note that some proportions are similar and the ranking in the chart below does not imply statistically significant differences between the ranked items.

Figure 2: Proportion of Carleton Respondents who Rated the Following Reasons as ‘Very Important’ in Choosing This University



Between 2010 and 2013, the importance changed for two of the reasons given for choosing Carleton (**Table 2**). The item co-op program, internship, and other practical experiences has increased again

from 2010 to 2013 (it also increased between 2007 and 2010). No items decreased in importance between 2010 and 2013.

Table 2: Differences in Reasons for Deciding to Attend Carleton % of Respondents Choosing Very Important		
	Carleton 2010	Carleton 2013
Availability of public transportation	19	28
Co-op program, internship, and other practical experiences	35	41

When asked which was the single most important reason in their decision to attend their chosen university, the top six factors encompassed just over 80 percent of Carleton responses in 2013 (**Table 3**). Compared to the aggregate results for Groups 2 and 3, Carleton respondents were more likely to cite: Specific career-related programs, offers of financial assistance/scholarships, and wanted to live away from home. On the other hand, Carleton respondents were less likely to cite: Wanting to live close to home and university’s good reputation.

The most important reasons for attending Carleton in 2013 are comparable to those in 2010 for all items with the exception of ‘Co-op program, internship, and other practical experiences’ which increased from 5% to 8%.

Table 3: Most Important Reason in Your Decision to Attend <i>This</i> University % of Respondents			
	Carleton 2013	Groups 2 and 3	Carleton 2010
Specific career-related programs	26	23	25
Quality of academic programs	18	17	16
Wanted to live close to home	13	18	14
Offered financial assistance/scholarships	9	5	10
Wanted to live away from home	8	4	7
Co-op program, internship, and other practical experiences	8	8	5
University has a good reputation	5	8	6

Factors Influencing Decision to Choose Carleton

Respondents were asked if they recalled seeing, hearing or reading any advertisements about their university, and if so, they were asked to indicate which ones they recalled (**Table 4**). Roughly four out of ten Carleton respondents recalled being aware of advertisements about Carleton – a smaller

proportion than the average for groups 2 and 3. Please note that the columns in table 3 may add up to more than 100 percent since students could indicate having seen multiple advertisement media.

Table 4: Institutional Advertising that Respondents Recalled (% of Respondents)		
	Carleton 2013	Groups 2 and 3
None	56	47
Yes, online advertising	22	29
Yes, billboard	16	23
Yes, newspaper ad	7	16
Yes, radio ad	9	6
Yes, TV ad	5	8
Yes, other	9	8

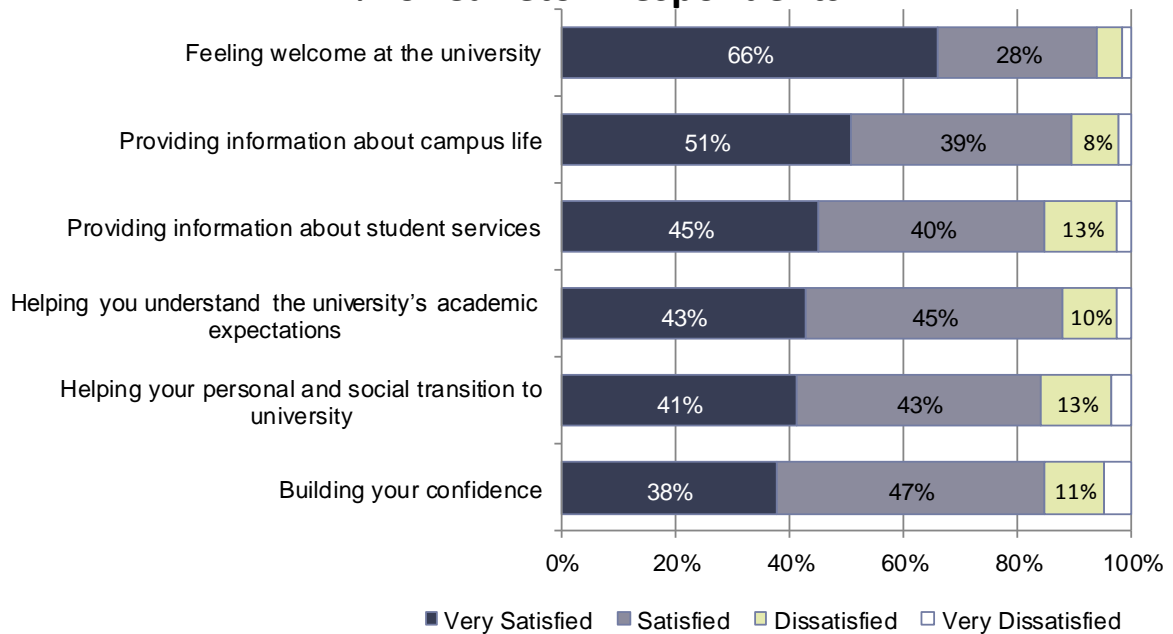
Respondents were asked to rate how important certain factors were in their decision to attend their university on a scale of not important, somewhat important, and very important, and then to pick the most important factor. The most important factors are listed in **Table 5**, along with those of Groups 2 and 3, and Carleton in 2010. Carleton's results from 2013 are similar to those from 2010 for all items.

Table 5: Most Important Factor in Your Decision to Attend University % of Respondents			
	Carleton 2013	Groups 2 and 3	Carleton 2010
Campus visit / open house	23	24	22
University web site	13	12	11
Word of mouth	12	14	12
View books, brochures or pamphlets	11	8	14
Visit by a university representative to my high school or CEGEP	9	9	11
Advice from high school counsellors or teachers	9	11	9
Contact from faculty/staff of the university	6	3	4
Contact from students of the university	5	7	5
Recruitment fairs	3	2	3
Meeting with university recruitment/admissions staff on the campus	3	4	3
Maclean's university rankings	3	3	3
The Globe and Mail's University Report Card	<1	<1	<1

Orientation

Seventy-one percent of Carleton respondents participated in orientation⁵, which is a larger proportion than the aggregate of Groups 2 and 3 (63%), as well as Carleton's respondents in 2010 (66%). Respondents were asked to rate their satisfaction with various aspects of orientation (**Figure 3**). Overall, satisfaction levels with orientation are high for those who participated in events.

Figure 3: Satisfaction with Orientation
% of Carleton Respondents



Satisfaction levels with Orientation were higher amongst Carleton respondents, compared to the average for group 2 and 3 institutions, for one specific item:

- Feeling welcome at the university (66% at Carleton vs. 62% very satisfied for Groups 2 and 3)

Carleton respondents in 2013 reported similar satisfaction levels to Carleton respondents in 2010 for all items relating to orientation.

Adjusting to university

Respondents were asked how much success they had in adjusting to university in a number of areas. Carleton's 2013 survey results are shown in **Table 6**. Areas in which Carleton students were more

⁵ At Carleton, Orientation involves a number of different events but it is not possible to separate out satisfaction with individual events of Orientation with this question.

likely than the Group 2 and 3 average to have success adjusting to university are marked with a plus (+) and areas where Carleton students were less likely to report success are marked with a minus (-).

Table 6: Success in Adjusting to University % of 2013 Carleton Respondents					
	None	Very little	Some	Very much	N/A
Finding my way around the campus	1	3	22	75	2
Choosing a program of studies to meet my objectives (+)	1	5	31	63	1
Understanding content and information presented in courses	0	3	44	52	0
Making new friends with other students	3	14	31	51	2
New living arrangements	9	10	33	48	26
Feeling as if I belong at university (+)	4	12	36	48	2
Meeting academic demands	1	7	48	44	0
Performing adequately in written assignments	1	9	47	43	3
Performing adequately in courses requiring mathematical skills	5	15	36	43	36
Finding help with questions or problems	2	14	46	39	4
Organizing my time to complete academic work (-)	2	18	46	33	1
Finding suitable and affordable housing (-)	9	19	42	30	34
Using the library (-)	11	24	37	29	7
Getting academic advice	5	22	45	27	7
Finding useful information and resources on careers and occupations (-)	10	27	41	22	11
Becoming involved in campus activities (-)	15	33	33	18	4

In total, there are two areas in which Carleton respondents were statistically significantly more likely to report having success than their counterparts (on average):

- Choosing a program of studies to meet my objectives (63% at Carleton choosing ‘very much’ vs. 60% in Group 2/3)
- Feeling as if I belong at university (48% vs. 44%)

Carleton respondents were less likely than Group 2/3 to have success with five aspects:

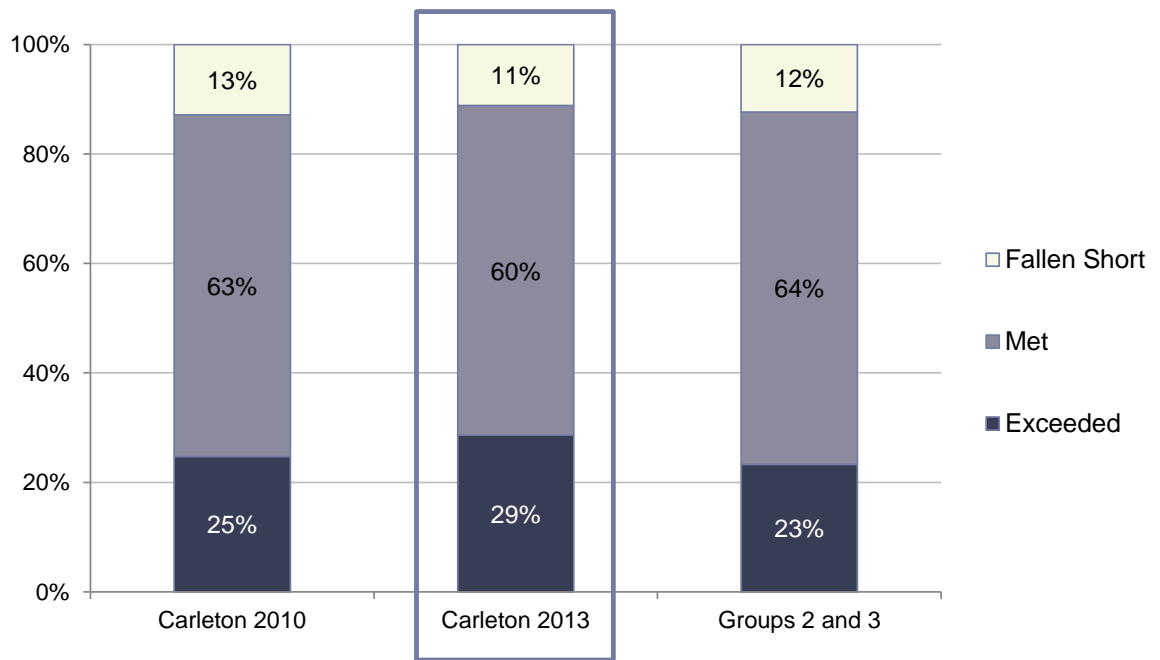
- Organizing my time to complete academic work (33% at Carleton choosing ‘very much’ vs. 38% in Group 2/3)
- Finding suitable and affordable housing (30% vs. 41%)
- Using the library (29% vs. 45%)
- Finding useful information and resources on careers and occupations (22% vs. 26%)
- Becoming involved in campus activities (18% vs. 21%)

When comparing results to 2010, Carleton respondents reported having more success in one area: choosing a program of studies to meet my objectives (63% ‘very much’ in 2013 vs 55% in 2010). Conversely, respondents also indicated that they had much less success in adjusting to using the library (29% vs 42%) from 2010. This seems likely to be caused by the major renovations occurring in the Carleton library in the 2012/13 academic year.

Satisfaction with University Experience

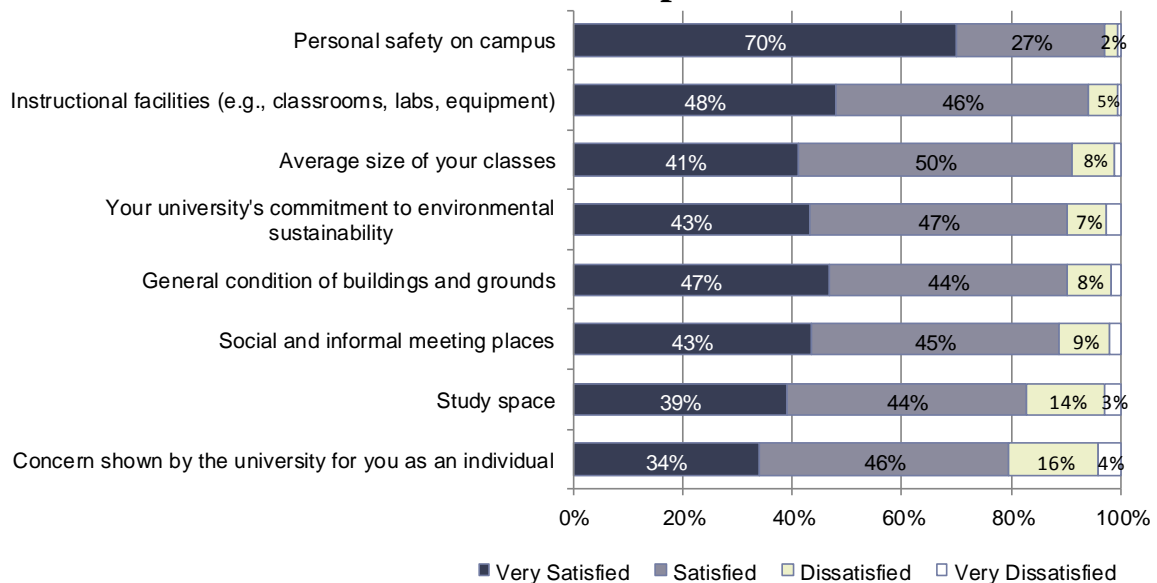
Respondents were asked about their overall experience at their university and how it has compared to their expectations. As **Figure 4** illustrates, 89 percent of Carleton respondents had their expectations either met or exceeded. Compared to Group 2 and 3 institutions, Carleton respondents were more likely to report that their experience had exceeded their expectations. Carleton respondents reported similar levels in 2010 and 2013.

Figure 4: Has your Experience at this University Met, Exceeded or Fallen Short of your Expectations?



Respondents were asked to rate how satisfied they were with a number of aspects of their university. **Figure 5** shows that overall, respondents are generally satisfied.

Figure 5: Satisfaction with University Experiences
% of Carleton Respondents



Carleton respondents reported higher levels of satisfaction than the average for Group 2 and 3 for three of the items but were below the average of Group 2 and 3 for two other items. The items where Carleton was higher than the average of Group 2 and 3 are:

- Instructional facilities (48% at Carleton chose ‘very satisfied’ vs. 44% in Group 2/3)
- Personal safety on campus (70% ‘very satisfied’ at CU vs 64%)
- Concern shown by the university for you as an individual (34% ‘very satisfied’ at CU vs. 30%)

There were two areas where Carleton respondents reported lower levels of satisfaction as compared to the average for Group 2 and 3. These two areas were:

- Average size of your classes (41% at Carleton chose ‘very satisfied’ vs. 46% in Group 2/3)
- Study space (39% ‘very satisfied’ at CU vs 44%)

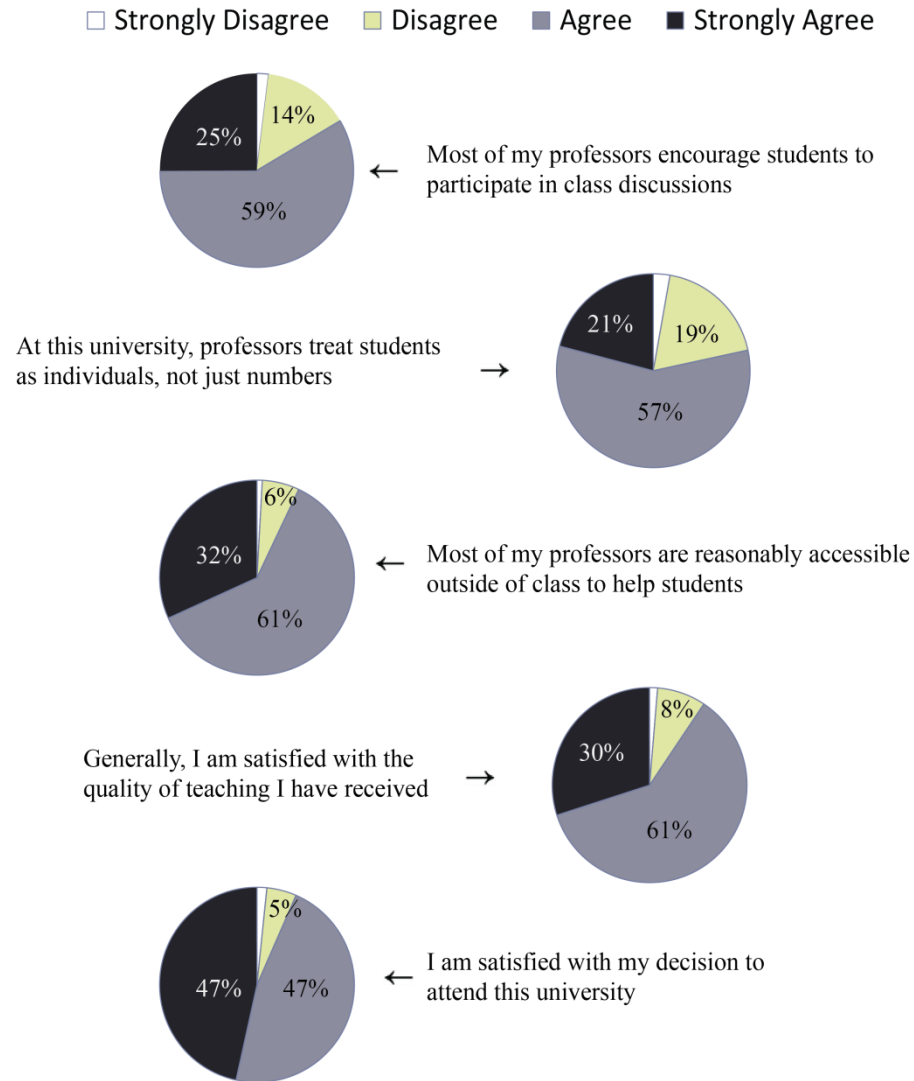
One new item was added to the survey in 2013 – “Social and informal meeting places.” 2013 Carleton respondents reported higher levels of satisfaction for three items compared to 2010:

- Personal safety on campus (70% very satisfied in 2013 vs. 64% in 2010)
- Instructional facilities (48% very satisfied in 2013 vs. 42% in 2010)
- Environmental Sustainability (43% very satisfied in 2013 vs. 37% in 2010)

During the same time period, none of the above items decreased in satisfaction for Carleton respondents.

CUSC respondents were asked to indicate their level of agreement with each of the statements in **Figure 6**.

Figure 6: Agreement with Following Statements
 % of Carleton Respondents



Carleton respondents were more likely to strongly agree than the aggregate of Groups 2 and 3 respondents on two items:

- Professors are reasonably accessible outside class (32% strongly agree vs. 29%)
- Generally satisfied with quality of teaching (30% strongly agree vs. 26%)

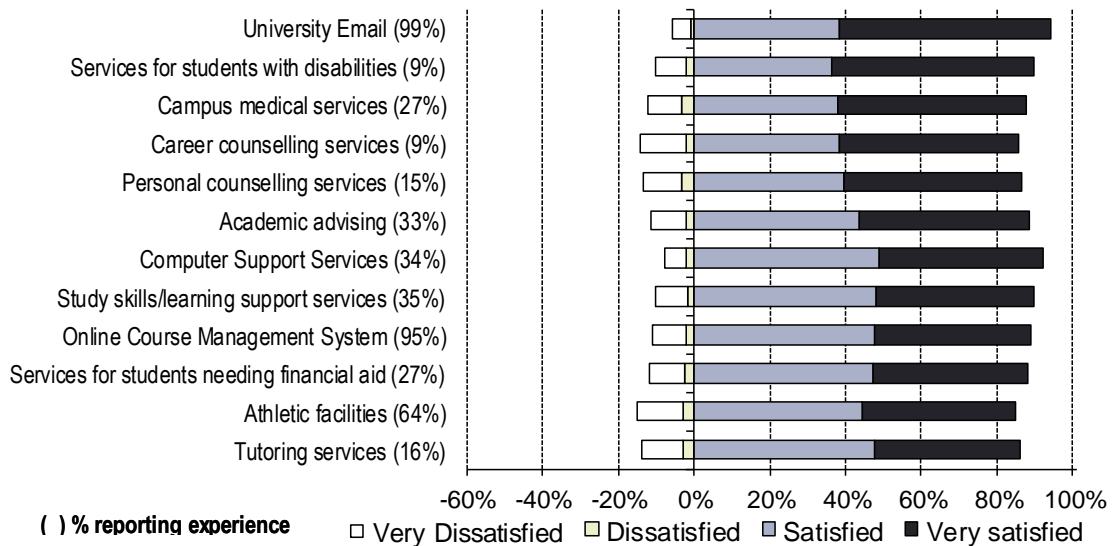
Carleton respondents were less likely to strongly agree than the aggregate of Groups 2 and 3 respondents on the item “Professors treat students as individuals, not just numbers” (21 strongly agree vs. 25%)

Respondents reported similar levels of agreement with all five statements in between 2013 and 2010.

Satisfaction with Student Services

A number of student services were included in the 2013 CUSC survey. The services are divided into two charts (**Figures 7A and 7B**) and are organized from those with the highest satisfaction ratings (sorted by ‘very satisfied’) to those with the lowest. The proportion of respondents rating the services can be found in parentheses in the charts. This is a factor that should be kept in mind when looking at these results, especially for the services with very high or very low usage rates amongst respondents.

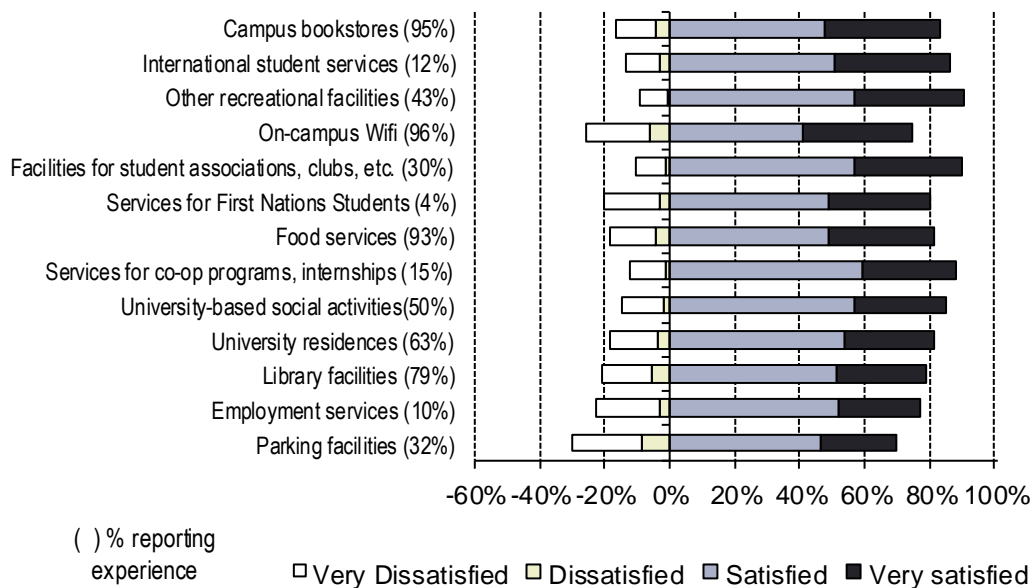
Figure 7A: Student Satisfaction Ratings (1)



In this first grouping of services, there is only one service that was given a satisfaction rating that was statistically significantly higher than that given by the aggregate of Groups 2 and 3: University Email. Carleton respondents had a lower satisfaction than the comparison group for one service: Athletic facilities.

Comparing the results in this first grouping of services to those of 2010, Personal counselling services had a higher satisfaction rating than 2010. Athletics facilities had a lower level of reported satisfaction in 2013 as compared to 2010.

Figure 7B: Student Satisfaction Ratings (2)



Among the second grouping of satisfaction ratings, Carleton’s results were above Group 2 and 3, on average, in two areas: Food services, and Parking facilities. Eight services received a statistically significantly lower rating at Carleton: Campus bookstore, Other recreational facilities, On-campus Wifi, Services for co-op programs/internships, University-based social activities, University residences, Library facilities, and Employment services

Carleton’s ratings have decreased significantly since 2010 in three areas: Other recreational facilities, University-based social activities, and Library facilities. Three questions were new in 2013 and were unable to be compared to 2010: On-campus wifi, University Email, and Online course management system. Additionally, one item, “Computer Support Services” was added to replace the more generic ‘Computing services.’

Intentions to Return

In addition to questions relating to student satisfaction, students were asked if they intended to return to their university to continue their studies in the 2013/14 academic year. At Carleton, 88 percent of respondents indicated that they planned to return, 2 percent indicated that they didn't plan to return, and 10 percent were unsure or undecided. This proportion is very similar to the average for Groups 2 and 3. It is too early to know how accurate this is of a retention prediction, although in the previous few academic years at Carleton, the one-year retention rates ranged between 85.8 percent and 86.5 percent.

Positive and Negative Aspects (Open-Ended Questions)

The final two questions of the survey asked students what the most positive and the most negative aspects were at university. Positive aspects were coded into sixteen categories and negative aspects into twenty, making it easier to interpret student responses by observing the frequencies within each grouping.

Respondents were asked to give up to five aspects of their experience at university that they felt were the most positive. **Table 7** shows the rankings of the response categories, number one being the most frequently stated positive aspect.

Category	
Social	27%
Academics (Courses/Program/General)	24%
Instructors/TAs (Of which: Instructors only 83%, TAs only 3%, Instructors and TAs jointly 13%)	23%
Residence	13%
Campus (General)	10%
Personal Growth	8%
Student Services	
Orientation	
Clubs	5%
Recreation (Sports, Gym)	4%
Food services	3%
Student success (advising, PASS groups)	
Class schedule/size/workload	2%
Location/Ottawa	
Grades	
Computing Services (wifi, CULearn, labs, etc)	6%
Other	

Nearly one in three respondents (27%) wrote in a social aspect as one of their most positive at university, making it the most popular response. This category included responses such as friends, classmates, students, peers, and the general campus social environment . The second most common aspect was a their academic experience (either their course, program, or more generally about their learning opportunities).

Responses having to do with academics were divided into four categories in order to give a better understanding of what specifically a student felt was a positive aspect. These categories were courses or programs, instructors, grades, and class schedule/size/workload. When we group these responses into one category and recalculate, 53 percent of the respondents gave an academic aspect as one of the most positive, making it the most frequent category.

Respondents were also asked to give up to five aspects of their university experience that they felt were the most negative. Results were grouped into categories which are ranked in **Table 8**, along with the percentage of students giving a response in this category.

Category	
Residence	15%
Instructors/TAs (Of which: Instructors only 82%, TAs only 13%, Instructors and TAs jointly 6%)	14%
Social	10%
Food Services	9%
Campus (General)	7%
Academic (General)	6%
Computing Services (wifi, CULearn, labs, etc)	
Class schedule/size/workload	5%
Registration	4%
Orientation	
Student Services	
Time management	
Student finances	3%
Library Construction	
Recreation (sports, gym)	
Bookstore	2%
Grades	
Transit	
Library	
Other	7%

Responses given to this question were more diverse than the positive aspects given. The most frequent response category was residence with 15 percent, of which common themes were residence life in general, but more specific reasons were the conditions of the buildings (old furniture, bathrooms), roommates, noise, security/safety, and cleanliness/maintenance. The remaining comments were related to their residence fellows, the appearance and size of the buildings, and the residence fees. Once again, responses concerning academics were divided into four categories: instructors, academic (general), class schedule/size/workload and grades. When we recalculate these responses into one category, 28 percent of the respondents gave an academic aspect as one of the most negative, making it the most frequent category.

Conclusion and Summary of Results

Carleton University is pleased that a large number of first-year students responded to this latest CUSC survey. In addition to providing Carleton with very useful feedback and a greater understanding of its students, this kind of survey helps us to understand what Carleton students perceive as the University's strengths and to identify where progress can be made.

Results in this report include:

- The main reason that Carleton respondents chose to attend university was future employment - some having a specific career in mind and some in order to get good job in general.
- Carleton respondents were more likely to cite specific career-related programs, offers of financial aid/scholarships, and wanted to live away from home, as the most important factors in having chosen to attend Carleton. Between 2010 and 2013, the only factor that increased in importance was co-op and internships while all others remained similar between years.
- Satisfaction levels are high for the two-thirds of respondents who reported participating in Orientation with Carleton respondents reporting higher levels of satisfaction with feeling welcome at the university as compared to the average of Group 2 and 3 institutions. Satisfaction with all measured aspects of orientation at Carleton was similar to 2010 levels.
- Carleton respondents reported similar levels of success in adjusting to university as compared to 2010. Carleton respondents reported having less success overall as compared to the Group 2 and 3 institutions in five areas including Organizing my time to complete academic work, Finding suitable and affordable housing, Using the library, Finding useful

- information and resources on careers and occupations, and Becoming involved in campus activities
- 93 percent of first-year Carleton respondents agreed or strongly agreed with the statement ‘I am satisfied with my decision to attend this university’ and 89 percent indicated that Carleton has met or exceeded their expectations.
 - While Carleton results were similar to comparable institutions in terms of general university experiences, a number of items received higher ratings in comparison to the average of Group 2 and 3 institutions. These higher rated items include: Professors are reasonably accessible outside of class and Generally, I am satisfied with the quality of teaching. One item received a significantly lower rating: Professors treat students as individuals, not just numbers, however Carleton respondents were more satisfied with ‘concern shown by the university for you as an individual’. All items were similar to 2010.
 - Carleton respondents gave higher levels of satisfaction to their personal safety on campus as compared to the average of Group 2 and 3 institutions as well as compared to Carleton’s 2010 results.
 - Satisfaction ratings across many university services have maintained similar levels of satisfaction as compared with 2010. One item, Personal counselling services had higher levels of satisfaction, while items relating to Athletics, the Library, and University-based social activities decreased since 2010. Athletics and the library were both undergoing major disruptive renovations and this likely played a significant role in their respective satisfaction levels. For the most part, any differences between Carleton and the comparable institutions involved lower satisfaction amongst Carleton respondents. The only services that received comparably higher satisfaction ratings was food services and parking facilities. Campus bookstore, Athletic facilities, Services for co-op programs/internships, University-based social activities, University residences, Library facilities, and Employment services received comparably lower ratings.

Results from this survey, along with others, will help Carleton improve the learning experience for its current and future students. The next CUSC survey will be for middle-year undergraduate students and is scheduled for February 2014.

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

PROTOCOL FOR DATA USE

CANADIAN UNIVERSITY SURVEY CONSORTIUM (CUSC)

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

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

1. The purpose of the survey is to produce data that will allow participating institutions to assess their programs 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. Rankings may not be used for institutional promotion, recruiting, or other public dissemination. 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, and the researcher is qualified and agrees to acknowledge the ownership of the data by participating universities and provide the consortium with a copy of any report or publication that is produced. Decisions on such requests will be made by a subcommittee consisting of Michael O'Sullivan, Dan Pletzer, Tim Rahilly, and Lynn Smith in consultation with members of the full CUSC committee (all participating institutions) in the case of requests that seem problematic.

Group 2

Brock University
Carleton University
Université de Moncton
University of New Brunswick (Fredericton Campus)
Regina University
Ryerson University
Simon Fraser University
Thompson Rivers University
University of Victoria
University of Waterloo
Wilfred Laurier University

Group 3

Dalhousie University
University of Manitoba
McGill University
Université de Montréal
University of Saskatchewan
Université de Sherbrooke
York University

Table A1: How Important Were the Following Factors in Deciding to Attend University? (Carleton 2013)			
	Not Important	Somewhat Important	Very Important
To get a good job	2	14	84
To get a good general education	2	20	78
To prepare for a specific job or career	3	22	75
To increase my knowledge in an academic field	2	24	74
To develop a broad base of skills	3	35	62
To prepare for graduate/professional school	19	35	47
To meet parental expectations	26	42	33
To meet new friends	22	49	29

Table A2: How important were the following reasons in your choosing this university? (Carleton 2013)			
	Not Important	Somewhat Important	Very Important
Specific career-related program	8	28	64
Quality of academic programs	4	35	62
University has a good reputation	7	44	49
Co-op program	25	34	41
Offered financial assistance / scholarships	21	39	39
Opportunities for international work/study abroad	36	34	30
Size of city / town	31	41	28
Availability of public transportation	32	40	28
Availability of on-campus residence	45	27	28
Wanted to live close to home	53	21	26
Size of university	30	46	25
Physical appearance of the campus	28	46	25
Tuition fees	25	51	24
Wanted to live away from home	54	27	19
Athletic/varsity sports	62	27	10

Table A3: How satisfied are you with each of the following services at this university? (Carleton 2013)				
	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
University email	1	5	39	56
Services for students with disabilities	2	8	37	53
Campus medical services	3	9	38	49
Personal counselling services	3	10	40	47
Career counselling services	2	12	38	47
Academic advising	2	9	44	45
Computer support services	2	6	49	43
Online course management systems	2	9	48	41
Study skills/learning support services	2	9	48	41
Services for students needing financial aid	2	9	47	41
Athletic facilities	3	12	44	41
Tutoring services	3	11	48	39
International students services	3	10	51	36
Campus bookstores	4	13	48	36
Other recreational facilities	1	9	57	34
Facilities for students associations, clubs, etc.	1	9	57	33
Food services	4	14	49	33
On-campus Wi-Fi	6	20	41	33
Services for First Nations students	3	17	49	31
Co-op program	1	11	60	28
University-based social activities	2	13	57	28