



Office of Institutional  
Research and Planning  
CARLETON UNIVERSITY

2017 Canadian University  
Survey Consortium (CUSC)  
Middle-Year Undergraduate  
Students

Summary of Results

DECEMBER 2017

[carleton.ca/oirp](http://carleton.ca/oirp)

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## Executive Summary

For over two decades the Canadian University Survey Consortium (CUSC) has conducted surveys across Canadian universities focused on understanding the university experience through the lenses of students' expectations, motivations and goals. The target population for the 2017 survey were Carleton University middle-year undergraduate students<sup>1</sup>. From the 10,185 students that were invited to participate 4,557 responded, yielding a response rate of approximately 42%, higher than the overall CUSC response rate.

### Summary description of Carleton middle-year students:

#### Demographics

- Carleton middle-year respondents were predominantly Canadian citizens (83%), female (68%) and between the ages of 19 and 21 (72%). A number of respondents self-identified as a (i) person within a visible minority group (39%); (ii) Aboriginal (2%); or (iii) having a disability (29%) with the most commonly identified disability being related to mental health issues (19%).
- The majority of middle-year respondents live off campus either in rental accommodations (56%) or with their parents (34%).
- About two-thirds of respondents have a parent who holds at least an undergraduate degree whereas roughly one in ten are first-generation students (i.e. the first in their family to attend university).

#### Employment

- Half of middle-year student respondents were employed during the academic term, working on average 16 hours a week. Of the respondents who worked approximately half indicated that their employment negatively impacted on academic success.

#### Finances

- Roughly 49% of middle-years student respondents reported having repayable-debt owed to at least one of the four sources surveyed, the most common being government student loans (41%) among those who have debt.
- Of the 49% of respondents who indicated that they had debt, 62% reported owing \$15,000 or more.

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<sup>1</sup> Middle- 2<sup>nd</sup> year undergraduate students at Carleton included 2<sup>nd</sup> year students in all degrees and 3<sup>rd</sup> year students in 4 year programs.

### Expectations and Overall Evaluation of Student Experiences

- Eighty-three percent of respondents reported that Carleton had either met or exceeded their expectations with 20% of respondents indicating that the university exceeded their expectations.
- Sixty-six percent of respondents were positively satisfied with the concern shown by the university for them as an individual
- About 9 in 10 are satisfied with their decision to attend Carleton with just about 8 in 10 feeling a sense of belonging at the university.

### Commitment to Completion

- About 3 out of 4 Carleton respondents were in agreement that their course load was manageable with 78% of respondents in agreement that they could deal with stress.
- Although, 86% of respondents were in agreement that they normally go to all of their classes and that they are willing to put a lot of effort into being successful at university (96%), 35% disagreed that they had good study habits.

### Satisfaction with facilities and services

*\*Note that satisfaction ratings are based on only those who have used the services:*

- Of the 13 **general facilities and services** surveyed, the most commonly used were *Food Services* (71%), University bookstore: *Physical stores* (71%) and the University library: *e-resources* (70%) with satisfaction ratings ranging from 75% to 96% except for one (Parking 54%).
- Among the 5 academic services surveyed, the most commonly used was *Academic Advising* (36%). Satisfaction ratings among the academic services were high ranging from 80% to 90% with the highest being for *Study skills and learning supports*.
- Among the 8 special services areas, which are services created for a specific groups of students but open for all, *Financial Services* ((28%) was the most commonly used. Satisfaction ratings for these special services ranged from 76% to 92% for *Services for students with disabilities*.

### Professors and Staff

- Middle-year student respondents were in agreement that they were generally *satisfied with the quality of teaching they received* (84%).
- The majority of respondents reported positive faculty experiences with only 4 among the 15 interaction items being reported at less than 70% agreement.
- A large number of respondents were in agreement that *most university support staff are helpful* (77%) and that *most teaching assistants in their academic program are helpful* (87%).

### Activities

- Student engagement in campus activities was low with the highest level of engagement (16%) related to student recreational and sports programs.

- Roughly, 26% of respondents engaged in community service/volunteer activities with 22% of respondents who volunteered indicating that they spent 3 or more hours per week on the activity.

### Growth and Development

- Middle-year student respondents rated the extent to which Carleton contributed in four areas: communication skills; analytical and learning skills; working skills; and life skills. Of the 29 skills that were assessed, in total, respondents rated that Carleton contributed the most (i.e. very much or much) to working independently (67%).

### Goal development

- The majority of middle year respondents had *chosen a major or discipline* (97%) with 35% subsequently *changing their major or program of study since they began their postsecondary studies*.
- About 6 in 10 middle-year respondents indicated that they had *a specific career (or two) in mind* although only about 2 in 10 indicated that they *know the career options their program or intended program could open for them*.
- By middle-year, respondents had already taken steps to prepare for future employment/career after completion of their undergraduate program of study. The most commonly taken steps were conversations with *parents/family* (75%) or *friends* (74%), or *created a resume or CV* (65%). Students also indicated that they gained practical experience by *working* (26%) or *volunteering* (24%) in their chosen employment field.

## Introduction

Carleton University regularly participates in a number of surveys in order to better understand its students' characteristics, needs and perceptions. In January 2017, Carleton was one of 24 institutions that participated in the undergraduate survey coordinated by the Canadian University Survey Consortium (CUSC)<sup>2</sup>. This was Carleton's 19th 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: first-year, middle-year, or graduating students. In 2017, the survey focused on middle-year undergraduate students which marked the second time that CUSC had offered a middle-year undergraduate survey (the first time it was done was in 2014). As a result, comparisons could be made between middle-year undergraduate students between 2017 and 2014.

## Methodology

An invitation to complete the online survey was e-mailed to a census of 10,877 Carleton students who were middle-year undergraduates. 4,557 Carleton students responded to the survey, resulting in a 41.9% response rate<sup>3</sup> (higher than the 2017 CUSC's overall response rate of 27.2% and comparable to Carleton's 2014 response rate of 39.3%).

This report is meant to highlight results related to student satisfaction with their university experience. Results for Carleton are presented along with a comparison with similar universities. CUSC uses three institutional groupings (Groups 1, 2 and 3) 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 Group 3 institutions have the largest student populations with most offering professional programs in addition to a wide range of undergraduate and graduate programs. For the purpose of this report, ***the aggregate of Groups 2 and 3 (excluding Carleton University) will be used as the comparison group***<sup>4</sup>.

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<sup>2</sup> See Appendix A for CUSC's Protocol for Data Use and data use permissions.

<sup>3</sup> Response rate reported here is calculated using only those who completed at least half of the survey questions. Actual response rates for individual questions will vary.

<sup>4</sup> 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.

In order to get a sense of how Carleton is doing over time, the 2017 results have been compared, throughout this report with the 2014 survey results. Any differences noted in the text of this report are deemed to be statistically significant, unless otherwise noted<sup>5</sup>.

**Please note:** Percent totals may not add up to 100 since proportions are rounded. More detailed results for some of the information included in the figures and discussions can be found in the appendices.

## Profile of Carleton Respondents

A profile of the Carleton students who responded to the 2017 CUSC student 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. Whether there are statistically significant differences or not, it is very useful to consider the range of institutional results in order to understand the variation in student bodies across the participating institutions that constitute Group 2 and 3. To give a more representative representation of how fairly diverse the student profile is among institutions, the range (lowest and highest proportions) of results across Groups 2 and 3 universities has been included. These institutions are not homogenous, and in cases where Carleton is deemed statistically significantly different than the average, the implication is by no means that it has the highest or lowest proportion of that characteristic.

Fifty-five percent of respondents from Carleton were female, this is a higher proportion than the eligible survey population at Carleton (48%). Additionally, the proportion of female middle-year students at Carleton was statistically significantly lower than the proportion of Groups 2 & 3, on average, but comparable to the proportion among 2014 Carleton respondents (54%).

Seventy-two percent of Carleton respondents were between the ages of 19 and 21 at the start of 2017, which was more than the average of the Groups 2 & 3 at 64%, but similar to the proportion of respondents in 2014. This may be partly explained by the fact that Carleton offers a number of three year programs, and so has a higher proportion of second year students as compared to the peer group (55% of Carleton respondents were in their second year, similar to 2014, which was statistically significantly higher than the 43% on average for the peer group).

Carleton respondents were more likely than the average of Groups 2 and 3 to self-report as being a visible minority and less likely to self-report as an International student or Aboriginal compared to the comparison group.

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<sup>5</sup> Chi-square and Somers'd tests at  $\alpha = 0.05$  and differences are at least  $\pm 3\%$ . Statistical tests exclude Carleton from Group 2 and Group 3.



Compared to 2014, 2017 Carleton respondents were more likely to self-report as a visible minority or International student. Carleton students were more likely than the average of Groups 2 and 3 to self-report as having a disability (both including disabilities in general and only disabilities which required accommodations for learning).

**Table 1:** Proportional Profile of Respondents

Attribute	Carleton (n=4,557)	Group 2 and 3 (n=6,631)		
		Average	Low	High
Female*	55%	68%	54%	73%
Between 19 and 21 years*	72%	64%	18%	82%
International Students	11%	12%	4%	23%
Visible minority#*	39%	30%	12%	74%
Aboriginal#,*	2%	5%	1%	14%
Students with a disability#,*	29%	24%	13%	30%
Students with a disability requiring accommodation#,*	12%	8%	3%	11%
Living in rental accommodations	56%	57%	4%	28%
Living with parents*	34%	29%	3%	21%
Living in on-campus housing*	6%	8%	2%	36%
Students who work while studying	50%	51%	43%	67%
Average number of hours worked per week (all respondents who worked)	16	16	12	24
Median grade (self-reported) so far at university	B	B	B	B

\* denotes statistically significant difference between Carleton and the G2 and G3 average

# self-identified in survey

This was also a significant increase from 2014 when 18% Carleton respondents self-reported having a disability compared to 29% in 2017. Mental health was reported as the most common disability with Carleton students more likely to indicate having a mental health issue (19% as compared to 16% in Group 2 and 3, amongst those who self-reported having a disability). For Carleton this proportion was up from 2014 survey, where 9% of respondents who self-identified as having a disability indicated having a mental health issue.

Carleton respondents were similar to those in Group 2 and 3 with regards to living in rental housing off campus. However, they were more likely than respondents in the comparison group on average, to be living with parents or guardians (34% compared to 29% in Groups 2 and 3). Self-reported

median grade (B) was similar between the respondents at Carleton and those on average in Groups 2 and 3 as well as among 2014 Carleton respondents.

First-generation respondents (i.e. neither parents nor guardians had any post-secondary education) accounted for 11% of Carleton middle-year respondents which was a lower than the 14% in the comparison group. Conversely, 62% of Carleton respondents (unchanged from 2014) indicated that a parent/guardian held at least an undergraduate degree (vs. 56% in Groups 2 and 3).

Half of middle-year Carleton respondents reported working while studying for on average 16 hours per week, similar to that of Group 2 and 3 on average, with only 16% of respondents indicating that it had a positive impact (very positive and somewhat positive) on their academic performance (compared to 21% in Groups 2 and 3). Fifty-eight percent of Carleton respondents worked 15 hours or more which was statistically significantly different from the 50% of respondents in Groups 2 and 3 on average. Of those that worked in excess of 15 hours, 63% of Carleton respondents indicated that their employment had a negative impact on their academic performance compared to 55% of Groups 2 and 3 respondents. Middle-year respondents at Carleton are more likely to use public transportation (71% compared to 28% of respondents in Group 2 and 3, on average). This could be attributed to the compulsory Universal Transit Pass (U-Pass) for full-time undergraduate students at Carleton.

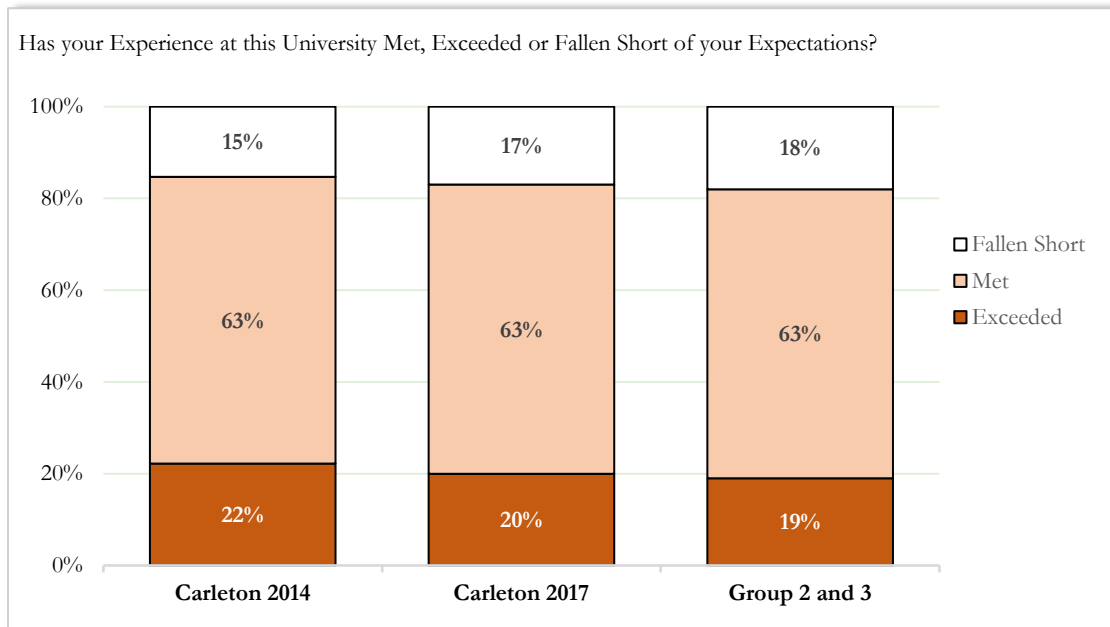
## Results

### Overall Satisfaction with University Experience

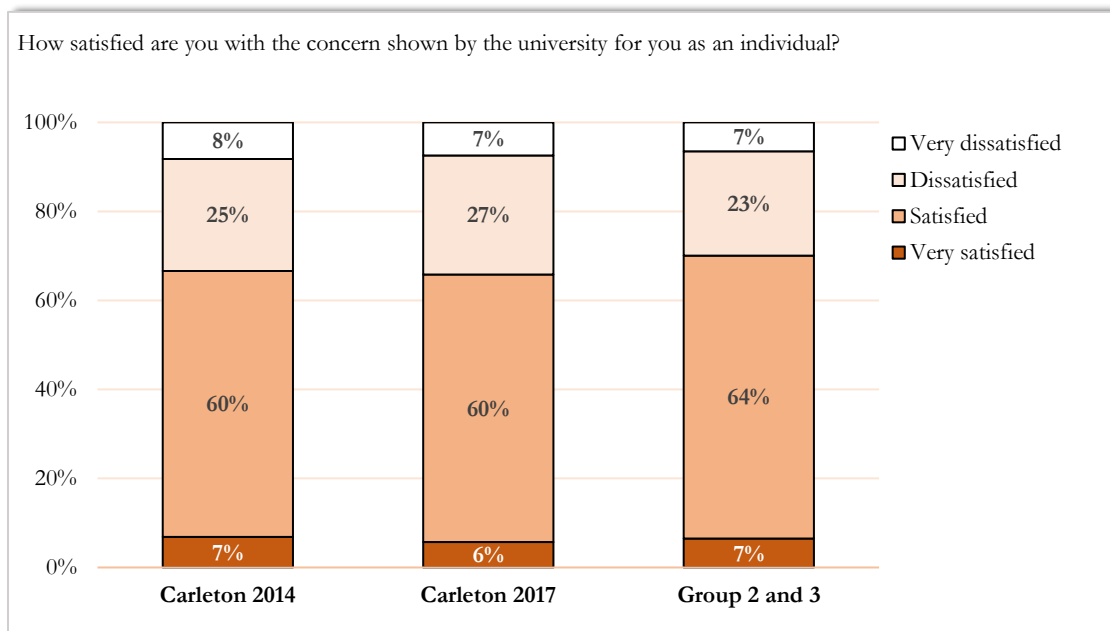
In the 2017 CUSC survey for middle year students, respondents were asked about their overall experience at their university and how it compared to their expectations. Eighty-three percent of Carleton respondents reported that the university had either met or exceeded their expectations (**Figure 1**). This was comparable to respondents in Groups 2 and 3, on average.

Sixty-six percent of middle-year respondents reported being very satisfied or satisfied (as seen in **Figure 2**) when asked to rate their satisfaction with the “*concern shown by the university for them as an individual*” compared to 71% on average in Groups 2 and 3. The difference between Carleton and the average of Group 2 and 3 was statistically significantly lower whereas Carleton results were similar from 2014 to 2017.

**Figure 1.** University Experience vs. Expectations



**Figure 2.** University's Concern of Student as an Individual

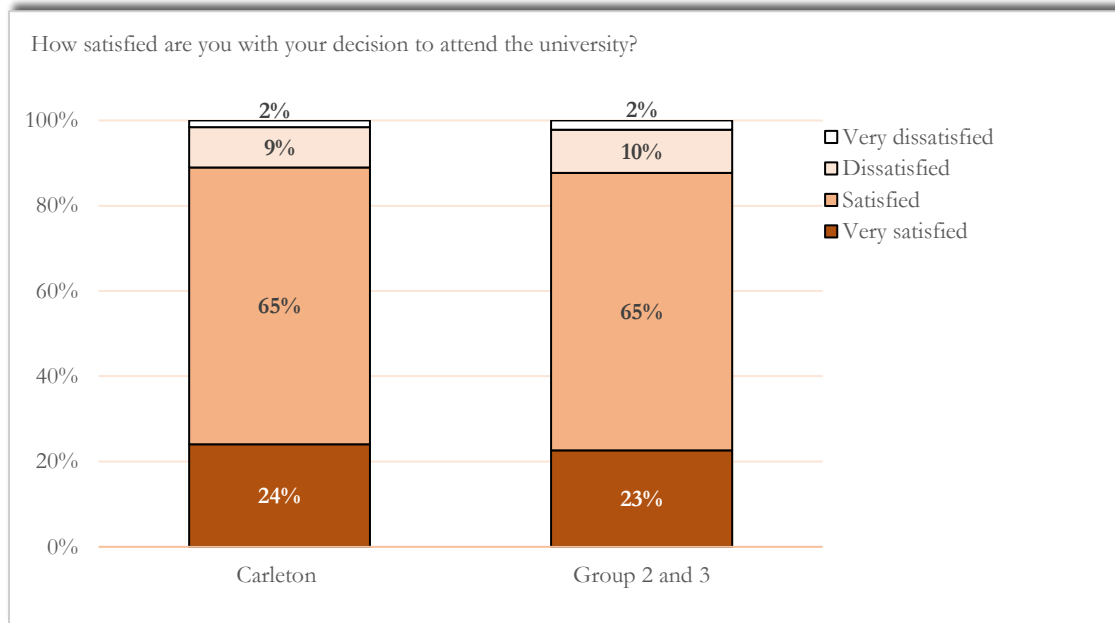


On the survey question “*how satisfied are you with your decision to attend the university?*” Of Carleton middle year respondents 89% were more likely to report being ‘very satisfied’ or ‘satisfied’ with their decision, a proportion similar to both the comparative group (**Figure 3**) and among 2014 Carleton respondents.

Eighty two percent of Carleton respondents strongly agreed or agreed that they “*feel as if I belong at this university*”. A similar proportion to what was reported, on average, in Group 2 and 3 and Carleton respondents in 2014.

Carleton respondents were statistically significantly more likely to “*recommend their university to others*” compared to Groups 2 and 3, on average (92% vs. 89% respectively). Results for 2014 Carleton respondents were similar to 2017.

**Figure 3.** Decision to attend University



### Commitment to completion

The middle-year CUSC survey asks a series of questions that collect information on students’ commitment to completing their programs. With regards to the financial aspects of their university education compared to respondents in Groups 2 and 3, Carleton respondents were less likely to report that they had the financial resources to complete their program (72% strongly agree or agree vs. 74% of Group 2 and 3).

Of those that reported having debt, 41% of Carleton respondents indicated that this debt was in the form of government student loans and 62% reported owing \$15, 000 or more. The latter proportion was similar to that of Groups 2 and 3 on average but statistically significantly larger than that reported by Carleton respondents in 2014 (53%). Roughly 50% of respondents at both Carleton and in Groups 2 and 3 reported having non-program related employment during the academic year.

Carleton respondents, compared to the Groups 2 and 3, were a less likely to report that their university degree was worth the cost (65% strongly agree or agree vs. 73% of Groups 2 and 3). This perception has remained unchanged from Carleton's 2014 CUSC results.

Compared to the respondents of Group 2 and 3, Carleton respondents were more likely to report that they planned to come back to Carleton next year (97% vs. 93% of Groups 2 and 3), a statistically significant difference. Ninety-eight percent of Carleton middle-year students reported that they "*plan to complete their degree at this university*" which was similar to the proportion in Groups 2 and 3 on average. In regards to other indicators used to assess middle-year students' commitment to completion of their program of study the following statistically significant differences between Carleton and Groups 2 and 3, on average, were revealed:

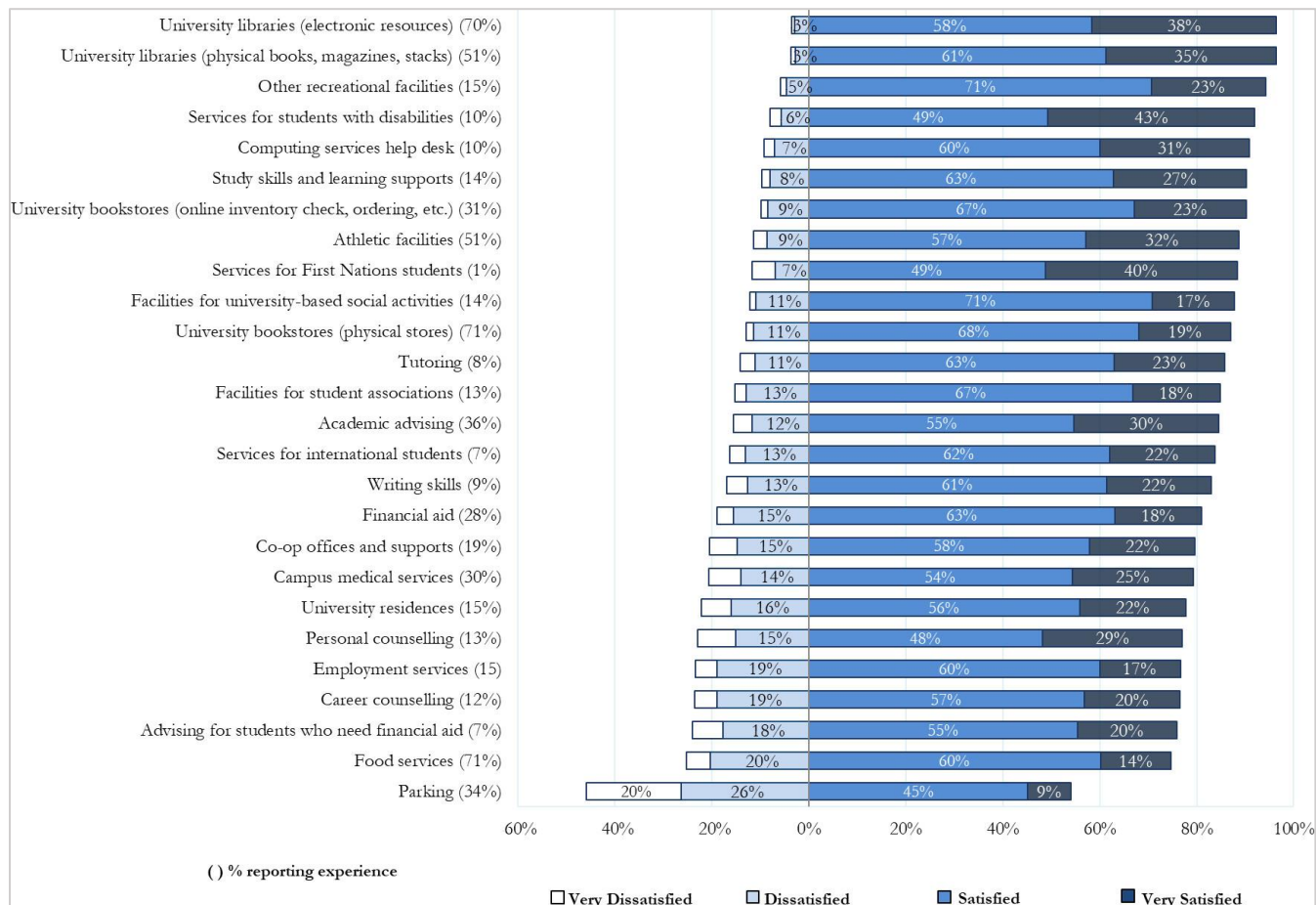
- Carleton respondents were more likely, than the average of Groups 2 and 3, to agree that:
  - *I had adequate information about my program from the university before I enrolled* (72% Carleton vs. 69% on average for Groups 2 and 3).
  
- Carleton respondents were less likely to strongly agree or agree that:
  - *My course load is manageable* (76% vs. 82% Groups 2 and 3). In comparison to 2014 Carleton respondents, where the proportion for students who strongly agreed or agreed was at 79%, this was a statistically significant decrease among Carleton respondents.
  - *I normally go to all my classes* (86% vs. 91% Groups 2 and 3).
  - *I have good study habits* (65% vs. 71% Groups 2 and 3).

## Satisfaction with Services and Facilities

Respondents were asked if they used specific services or facilities and then asked to rate these services and facilities. As seen in **Figure 4**, the percentage of users is shown in parentheses besides each item (e.g. 70% of Carleton respondents indicated that they had used the library's electronic resources). The chart further shows the satisfaction ratings provided by those respondents who indicated they used the service or facilities. Services or facilities are sorted in descending order based on the proportion of respondents that were very satisfied or satisfied.

It must be taken into consideration that the smaller the proportion of respondents who reported using a service or facility, the less reliable the results may be for the satisfaction ratings of the service or facility.

**Figure 4.** Carleton Respondents' Satisfaction with Facilities and Service



With regards to the usage of services and facilities Carleton respondents, compared to the peer group, were more likely to use Food services (71% vs. 56% in Groups 2 and 3); Athletics facilities (51% vs. 41%); Financial aid (28% vs. 23%); Co-op offices and supports (19% vs. 14%) and Services for students with disabilities (10% vs. 6%). When compared to the average of Group 2 and 3 respondents, Carleton respondents were less likely to use Academic advising (36% vs. 50% in Groups 2 & 3) and Tutoring (8% vs. 14%). These results were statistically significantly different between Carleton and the comparison group.

Among Carleton respondents, in comparing the use of services and facilities from 2014 to 2017 there was an increase in usage for the University bookstore - online (31% in 2017 up from 25% in 2014); Co-op offices and supports (19% in 2017 up from 15% in 2014); Services for students with disabilities (10% in 2017 up from 7% in 2014) and a decrease in the use of the university library for physical materials (51% in 2017 down from 56% in 2014). These results were statistically significantly different among Carleton respondents between 2017 and 2014.

In comparison to the average satisfaction levels at comparative institutions, Carleton's respondents reported higher levels of satisfaction with Parking (54% very satisfied or satisfied vs. 36% in Groups 2 & 3), and lower levels of satisfaction with campus medical services (79% vs. 85%); Co-op offices and supports (80% vs. 87%); Career counselling (77% vs. 85%) and Employment services (77% vs. 84%).

When compared to 2014, 2017 Carleton respondents reported higher levels of satisfaction with the university bookstore both the physical store (87% vs. 81% in 2014) and online (90% vs. 84%); Co-op offices and supports (80% vs. 70%) and parking (54% vs. 45%). Carleton respondents were less satisfied with the athletic facilities (89% vs. 93% in 2014); campus medical services (79% vs. 88%); and food services (75% vs. 78%).

The comparison of results listed here were statistically significantly different between respondents at Carleton and (i) Groups 2 and 3, on average, and (ii) over time, between 2017 and 2014.

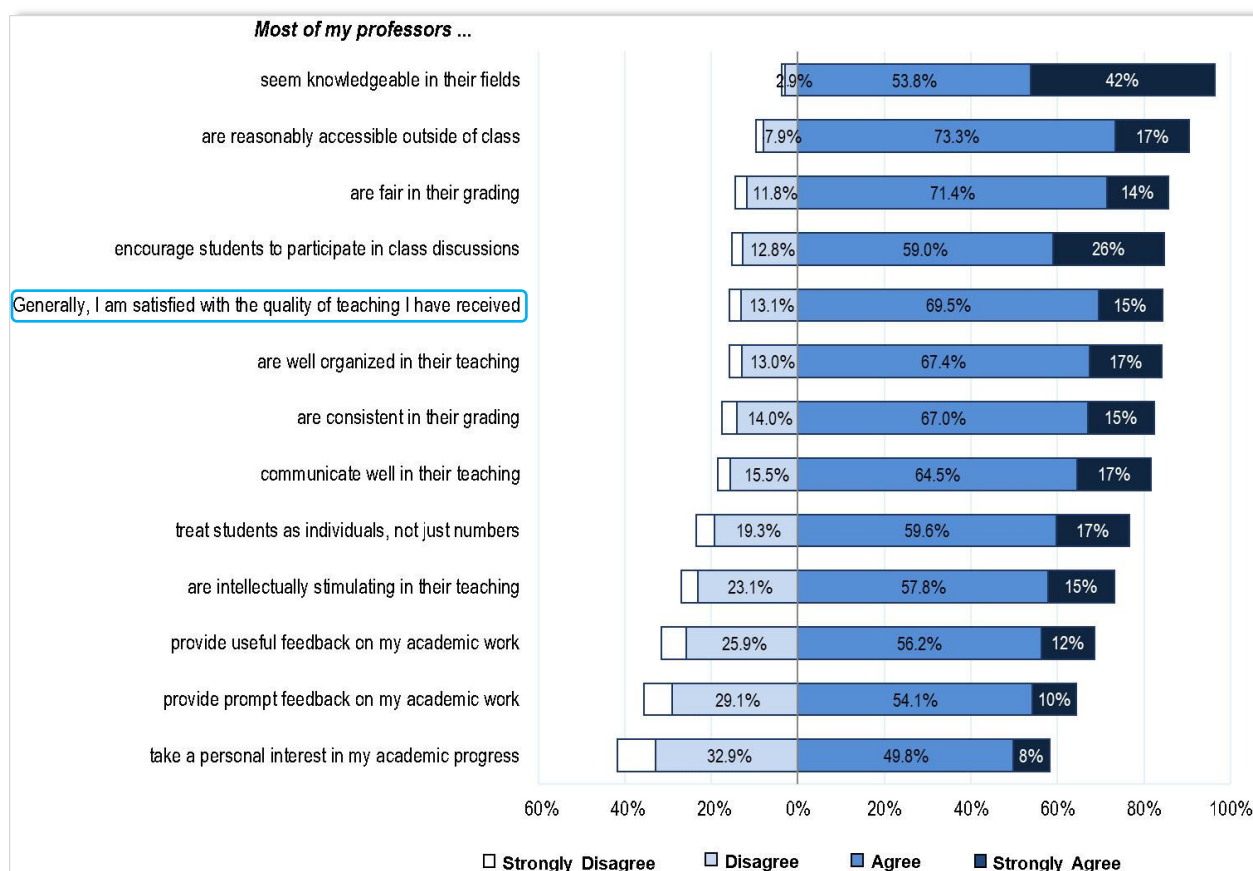
**Appendix C** gives a more detailed summary of services and facilities satisfaction results for 2017 Carleton respondents and the comparison with Groups 2 and 3, on average; and 2014 Carleton respondents.

## Satisfaction with Teaching

### Perception of Professors

The survey explored the perceptions that respondents had towards their professors through their response ratings of a range of statements. Eighty-four percent of Carleton respondents strongly agreed or agreed that they were generally satisfied with the quality of teaching they received (unchanged from 2014) compared to 86%, on average, in Groups 2 and 3. Additionally, specific questions were asked about perceptions of professors with respect to teaching and teaching-related interactions. For Carleton, the 13 statements as related to students' level of agreement is illustrated in **Figure 5**. The figure shows that, on a whole, Carleton respondents have very positive perceptions of their professors with all but three measures being above 70% agreement.

**Figure 5.** Carleton Respondents' Perceptions of Professors



The 13 statements that were evaluated to assess perceptions of professors are listed in **Table 2**. It can be seen that Carleton respondents reported lower levels of agreement compared to the average of Groups 2 and 3 for all items except for one statement *Most of my professors are well organized in their teaching*. Compared to 2014, the only measure that 2017 Carleton respondents were more likely to agree was on the measure that *most of my professors are intellectually stimulating in their teaching* (73% in 2017 vs. 69% in 2014).



**Table 2.** Perceptions of Teaching

<i>Proportion of Carleton Respondents (2014 and 2017) and Groups 2 and 3 who Strongly Agreed or Agreed that ...</i>	Carleton		Groups 2 & 3
	2014	2017	2017
Most of my professors are reasonably accessible outside of class*#	93	90	92
Most of my professors take a personal interest in my academic progress*	<i>Similar</i>	58	67
Most of my professors treat students as individuals, not just numbers*	<i>Similar</i>	77	81
Most of my professors encourage students to participate in class discussions*#	86	85	89
Most of my professors are well organized in their teaching#	87	84	<i>Similar</i>
Most of my professors seem knowledgeable in their fields	<i>Similar</i>	96	<i>Similar</i>
Most of my professors communicate well in their teaching*#	85	82	85
Most of my professors are intellectually stimulating in their teaching*#	69	73	79
Most of my professors provide useful feedback on my academic work*	<i>Similar</i>	69	72
Most of my professors provide prompt feedback on my academic work#	69	64	<i>Similar</i>
Most of my professors are fair in their grading#	87	86	<i>Similar</i>
Most of my professors are consistent in their grading	<i>Similar</i>	82	<i>Similar</i>
Generally, I am satisfied with the quality of teaching I have received*	<i>Similar</i>	84	86

\*denotes statistically significant difference in CUSC 2017 between Carleton and Groups 2 and 3

# denotes statistically significant difference between 2014 and 2017 Carleton respondents

### Perception of Staff

Carleton respondents were *less likely* to indicate that “most teaching assistants in my academic program are helpful” compared to Groups 2 & 3 on average (77% ‘strongly agree’ and ‘agree’ vs. 80% respectively). For Carleton, this was a statistically significant difference from 2014 where 74% of respondents held that perception. Eighty-seven percent of Carleton respondents perceived university support staff (e.g. clerks, secretaries etc.) as being helpful which is a similar proportion to respondents in Groups 2 and 3 on average and to Carleton respondents in 2014.

**Appendix D** gives a more detailed summary of satisfaction results for teaching among Carleton respondents

### Activities

When assessed on student involvement in campus activities, compared to the average Groups 2 and 3, Carleton middle-year respondents were *more likely* (very often or often) to participate in student government (excluding voting in student elections) (15% vs. 11% for Groups 2 & 3 on average) and attend university home games (13% vs. 11%). Conversely, they were *less likely* to participate in on-

campus student recreational and sports programs (16% vs. 20% for Groups 2 and 3 on average) and attend campus social events (12% vs. 14%). With regards to engaging in community service or volunteer activities, Carleton middle-year respondents were *less likely* to do so, either on or off campus, compared to their counterparts and when they did 22% of Carleton respondents reported spending 3 or more hours per week in the activity which was statistically significantly less than the 26% of respondents in Groups 2 and 3 on average.

Compared to 2014, Carleton respondents in 2017 were statistically significantly *more likely* (very often or often) to participate in student government (15% vs. 10% in 2014); student clubs (23% vs. 21%); and attending home games of university athletic teams (13% vs. 9%). **Table 3** gives a breakdown of the activities where there was a statistically significant difference between Carleton and Groups 2 and 3, on average.

**Table 3:** Student Involvement in Activities

<i>Since last September how often have you ...</i>		<b>Carleton</b>	<b>Groups 2 &amp; 3</b>
<b>Campus Activities</b>	participated in on-campus student recreational and sports programs	16%	20%
	participated in student government (excluding voting in student elections)	15%	11%
<b>Community service and volunteer activities</b>	participated in off-campus community service/volunteer activities	14%	19%

Fifty-two percent of Carleton respondents reported spending in excess of 31 hours a week on academic work in total (in and out of class) which was statistically significantly more than the 47% of respondents in Groups 2 & 3 and 48 % of 2014 Carleton respondents.

## Growth and Development

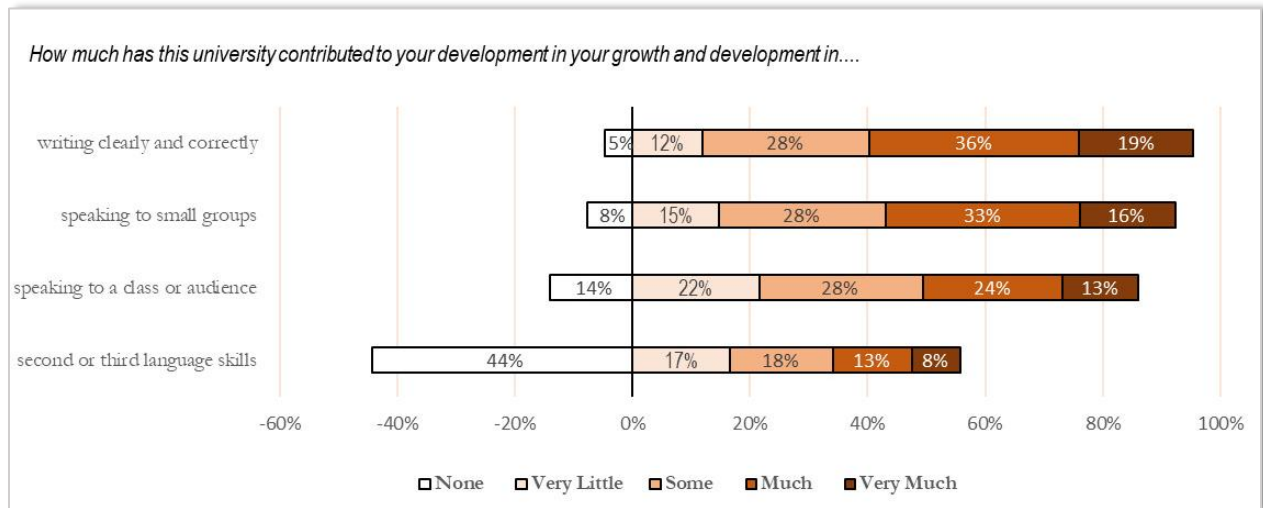
Respondents were asked how much their university experience contributed to their growth and development in 29 areas. These areas could be categorized into four themes: (i) communication skills; (ii) analytical and learning skills; (iii) working skills; and (iv) life skills.

### Contribution to communication skills

In the four areas assessed, 55% of Carleton respondents conveyed that the university contributed the *most* (very much or much) to the growth and development of *writing clearly and correctly*, which is statistically significantly less than the 58% of respondents in Groups 2 & 3 on average. The areas that Carleton respondents indicated the *least* (very much or much) amount of contribution by the university

was in *second or third language skills* (22% of respondents which is statistically significantly more than the proportion of 19% in Groups 2 & 3 on average. In the other two areas that were assessed, Carleton respondents were *less likely* than the peer group to indicate that the university contributed to *speaking to small groups* (49% vs. 55% in Groups 2 and 3) and *speaking to a class or audience* (37% vs. 44%), both statistically significantly different results. Figure 6 summarizes the results for Carleton respondents.

**Figure 6.** Carleton students' perception of the university's contribution to communication skills

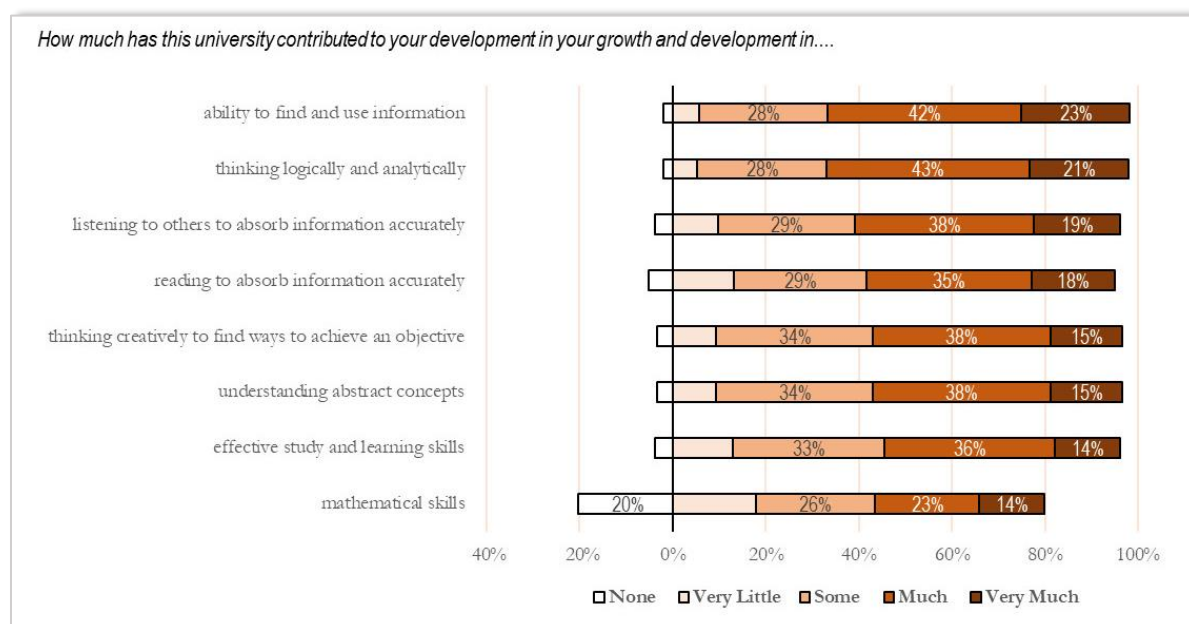


Compared to 2014, among 2017 respondents there was a statistically significant increase in the perception of the university experience contributing (very much or much) to *speaking to small groups* (49% in 2017 vs. 46% in 2014).

### Contribution to analytical and learning skills

In the eight areas assessed, Carleton respondents rated the university as contributing the *most* (very much or much) to their *ability to find and use information* (65%, similar to Groups 2 and 3) and contributing the *least* to the development and/or growth of their *mathematical skills* (36% vs. 32% in Groups 2 and 3 on average, a statistically significant difference). Among Carleton respondents, 54% of respondents indicated that the university experience contributed to their understanding of *abstract concepts* which was statistically significantly less than the 58% in Groups 2 and 3. The results for Carleton respondents in the 8 analytical and learning skills areas can be viewed in **Figure 7**. Note that these results do not control for the variation in program mix between Carleton and Group 2 and 3 institutions.

**Figure 7.** Carleton students' perception of the university's contribution to analytical and learning skills



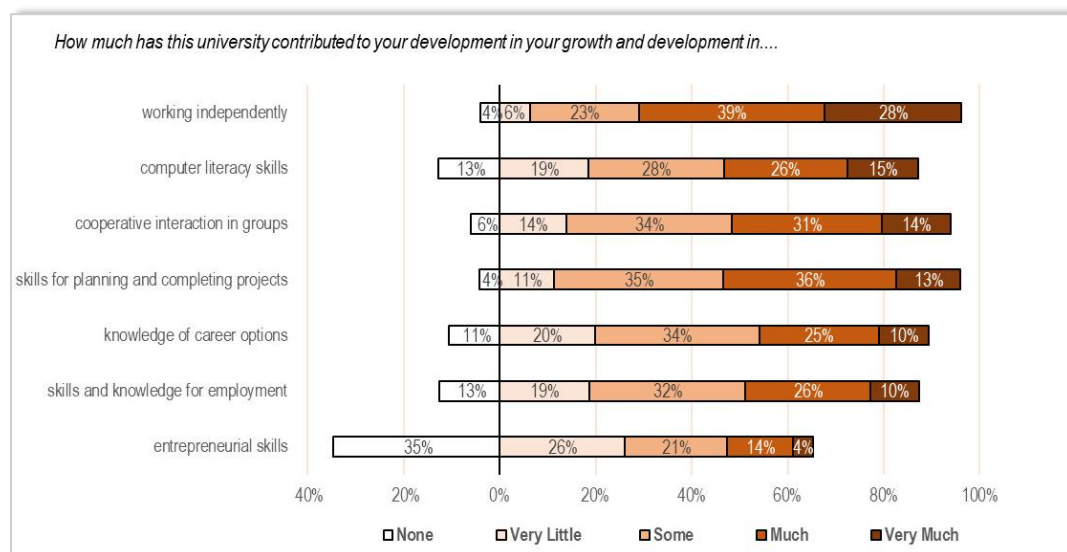
For all areas, Carleton middle-year respondents in 2017 rated their assessment of university contributions to their analytical and learning skills higher than respondents in 2014 with the statistically significantly different areas being *effective study and learning skills* (51% vs 48% in 2014); *thinking creatively to find ways to achieve an objective* (54% vs. 51%); *reading to absorb information accurately* (53% vs. 52%); *listening to others to absorb information accurately* (57% vs. 53%); *thinking logically and analytically* (65% vs. 63%).

### Contribution to working skills

Carleton respondents, when asked to assess the university's contribution to their development and growth in 7 working skills areas, rated the university as contributing the *most* (very much and much) to their ability to *work independently* (67%, similar to Groups 2 and 3, on average) and the *least* to their entrepreneurial skills (18%, again similar to Groups 2 and 3, on average). **Figure 8** shows the distribution of responses.

Carleton respondents were statistically significantly *less likely* to indicate that the university contributed (very much or much) to growth and development in the following working skills compared to respondents in Groups 2 and 3, on average: *skills and knowledge for employment* (36% vs 40% in Groups 2 and 3); *knowledge of career options* (35% vs 39%); and *cooperative interaction in groups* (46% vs. 54%). Conversely, they were *more likely* to indicate that the university contributed to their computer literacy skills (40% vs 36%).

**Figure 8.** Carleton students' perception of the university's contribution to working skills



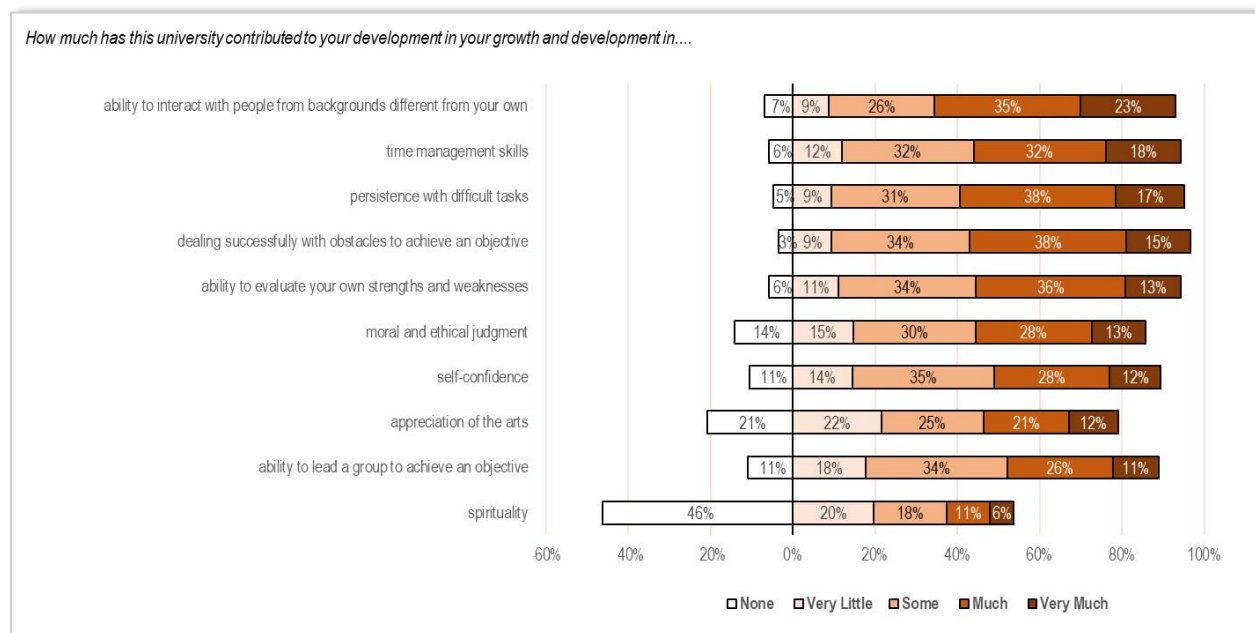
Carleton respondents, in 2017, were statistically significantly *more likely* than those in 2014 to report that the university contributed (very much and much) to their *knowledge of career options* (35% vs. 32% in 2014) and *skills for planning and completing projects* (49% vs. 46%), all other areas had similar results over time.

### Contribution to life skills

When asked to assess the university's contribution to the development and growth of life skills, Carleton respondents rated the university as contributing (very much or much) the *most* to their "*ability to interact with people from backgrounds different from your own*" (59%, similar to Groups 2 and 3, on average) and the *least* to their spirituality (16%, similar to Groups 2 and 3, on average). **Figure 9** shows the results for Carleton respondents. The proportions of respondents who indicated that the university contributed to *appreciation of the arts*; *persistence with difficult tasks* and *ability to interact with people from backgrounds different from your own* were higher than those in Groups 2 and 3, on average.

Carleton respondents were statistically significantly *less likely* to indicate that the university contributed (very much or much) to growth and development in the following like skills areas compared to respondents in Groups 2 and 3, on average: *ability to lead a group to achieve an objective* (37% vs 42%, in Groups 2 and 3); *self-confidence* (40% vs. 43%); *moral and ethical judgment* (41% vs. 48%); *ability to evaluate your own strengths and weaknesses* (50% vs. 53%); *time management skills* (50% vs. 54%).

**Figure 9.** Carleton students' perception of the university's contribution to life skills



Compared to 2014 respondents, 2017 Carleton middle-year respondents were statistically significantly *more likely* to indicate that the university contributed (very much and much) to their *ability to interact with people from backgrounds different from your own* (59% vs. 55% in 2014) and their *moral and ethical judgment* (41% vs. 38%), all other areas showed similar results over time.

## Goal Development

### Education goals

Middle-year students from Carleton University were *more likely* than their counterparts to have chosen their major or discipline, 97% vs. 90% of Groups 2 and 3, on average. Additionally, they were *less likely* to have *changed their major or program of study* than respondents, on the average in Groups 2 and 3 (35% vs. 39% respectively). Results were similar when 2017 Carleton respondents were compared to 2014 respondents.

After completion of their undergraduate program 36% of Carleton middle-year respondents (similar to 2014 survey results) indicated that they intended to apply to graduate school while 22% of respondents *intended to apply to a professional program after completing their undergraduate program*, both proportions similar to students in Groups 2 and 3, on average and to 2014 Carleton respondents.

## Future Career Goals

Although, similar to the 2014 survey, only 17% of 2017 Carleton respondents indicated that they knew (very well) the career options their program or intended program could open for them (compared to 20% in the peer group, a statistically significant difference), despite 62% of them indicating that they have a specific career (or more) in mind vs. 55 % of respondents in Groups 2 and 3. This proportion has statistically significantly decreased from the 69% of Carleton middle-year students in 2014 who indicated they had a specific career (or more) mind.

Respondents of the 2017 CUSC survey conveyed that they had already taken some steps to prepare for future employment/career after completion of their program of study with 93% of Carleton respondents doing so compared to 96% of respondents, on average, in the comparison group. Respondents were questioned on a series of indicators and ones in which the results were statistically significantly different between Carleton and Groups 2 and 3 are shown in **Figure 10**.

When asked to indicate what steps if any were taken to prepare for employment/career after graduation:

Carleton middle-year respondents, compared to respondents of Groups 2 and 3, were more likely to have:

- *Created resume or curriculum vitae (CV)* (65% vs. 60%).

And less likely to have:

- *Talked with professors about employment/ career* (33% Carleton vs. 40% in Groups 2 and 3)
- *Attended an employment fair* (29% vs. 32%)
- *Worked in my chosen field of employment* (26% vs. 34% )
- *Met with a career counsellor* (20% vs. 25%)
- *Volunteered in my chosen field of employment* (24% vs. 32%)
- *Have a career mentor* (5% vs 8%)

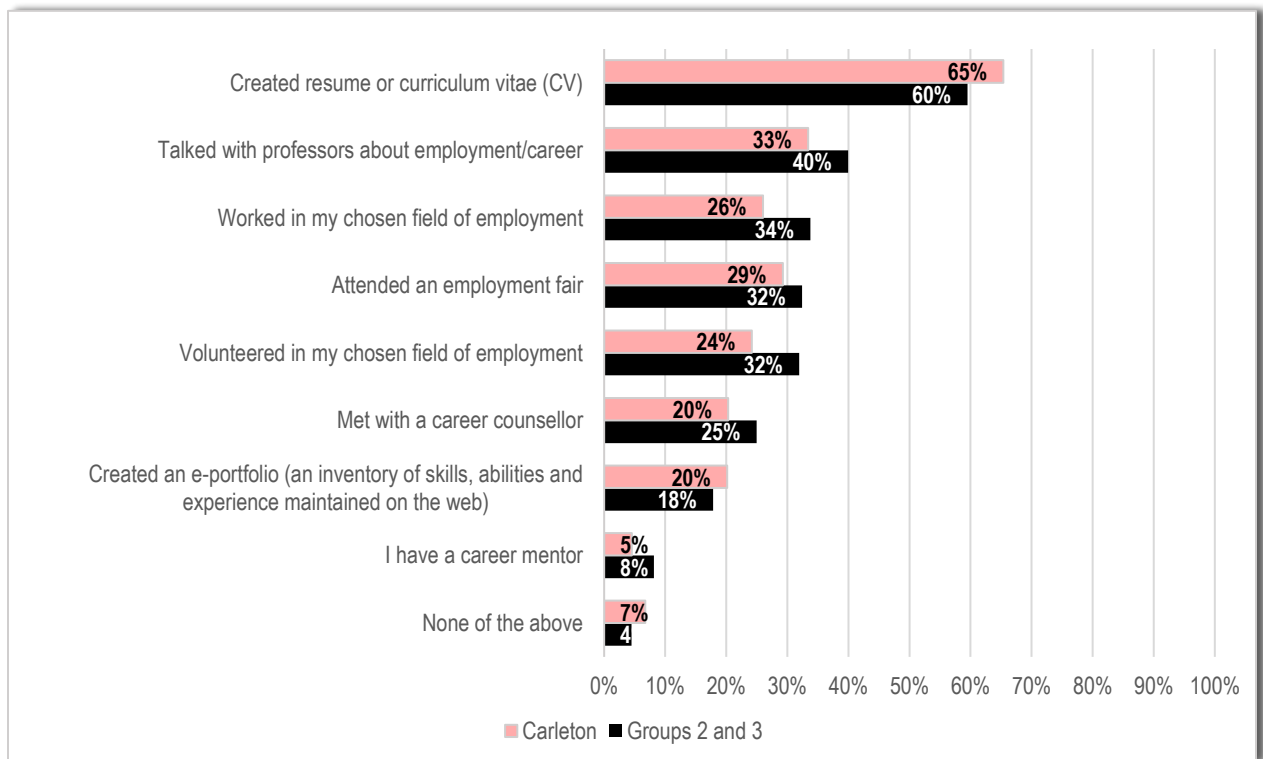
Compared to 2014, Carleton middle-year respondents in 2017, were more likely to have:

- *Created an e-portfolio* (an inventory of skills, abilities and experience maintained on the web) (20% vs. 17%)

And less likely to have:

- *Attended an employment fair* (29% in 2017 vs. 36% in 2014)

**Figure 10.** Steps taken to prepare for employment/your career after graduation





## Conclusion

The 2017 CUSC survey offers valuable insight into students' perceptions of their experiential learning and development as they progress through their academic program.

### Results from this report indicate:

- A higher proportion of Carleton middle-year respondents self-identify as being a visible minority compared to Groups 2 and 3. This proportion has increased at Carleton over time from 36% in 2014 to 39% in 2017 whereas the number of self-identified Aboriginal respondents has remained unchanged at 2%.
- The percentage of middle-year respondents who self-identified as having a disability at Carleton increased from 18% in 2014 to 29% in 2017 with the latter being greater than that of the comparison group. Among those with a disability the proportion reporting mental health issues has also increased over time from 9% in 2014 to 19% in 2017, which is higher than the peer group.
- Although Carleton respondents were less likely to involve themselves in campus social events, with 61% reporting that they at least occasionally participate compared to 66% in Groups 2 and 3, the number of respondents doing so has increased over time (61% in 2017 vs. 58% in 2014).
- On average, Carleton respondents spend 34 hours a week on their academic work in and out of class, and 1 in 2 respondents reported working on average, 16 hours a week. Of respondents that worked in excess of 15 hours a week, only 37% were in agreement that employment had a positive impact on their academic performance.
- Carleton respondents reported high levels of agreement (greater than 70%) with having positive experiences with staff and faculty. However, satisfaction levels were lower when it came to getting prompt or useful feedback from faculty (64% and 68% respectively) or faculty having an interest in their academic progress (58%).
- Carleton respondents indicated three main areas where they found the university contributed the least to their growth and development, these being spirituality (46%), second or third language skills (44%), and entrepreneurial skills (35%).
- The majority of Carleton respondents indicated that they were financially capable of completing their program of study with 1 in 2 having financed their education through taking on repayable debt. Of the respondents with debt, 6 in 10 indicated their debt was at or above \$15,000.
- Overall, Carleton middle-year respondents indicated a positive experience at the university with high levels of commitment to completing their education as the majority of respondents indicated

that they were planning to return to the university for the following academic term (97%) and complete their degree at Carleton (98%).

- Respondents, by and large, were also satisfied with their decision to attend Carleton (89%) and felt a strong sense of belonging to the university (82%). Considering that over 90% of respondents indicated that they would recommend Carleton to others it is not surprising that 83% of respondents found that the university had met or exceeded their expectations, regardless if they were 2nd-yr or 3rd-yr students.

The 2017 CUSC survey offers valuable insight into students' perceptions of their experiential learning and development as they progress through their academic program. Furthermore, survey results provide useful feedback that will aid in Carleton University's ongoing effort for continued improvements in the educational experience for current and future students. The next CUSC survey, scheduled for Winter 2018, will focus on graduating undergraduate students.

For further information on Carleton University, and the results of other surveys in which it participates, visit <http://oirp.carleton.ca/main/surveys/>

## Appendix A

### DATA LICENSING & MEMBERSHIP PROTOCOL 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.

## Appendix B: Group 2 and Group 3 Institutions Participating in 2017 CUSC survey

### **Group 2**

Carleton University

Simon Fraser University

Thompson Rivers University

Université de Moncton

University of New Brunswick (Fredericton)

University of Regina

University of Victoria

Wilfrid Laurier University

### **Group 3**

Dalhousie University

McGill University

University of Saskatchewan

### **Note:**

- **Group 2** consists of universities that offer both undergraduate and graduate studies and tend to be of medium size in terms of student population.
- **Group 3** consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest institutions in terms of student population.

## Appendix C

**Table 4** Detailed Summary of Satisfaction with Campus Services and Facilities for 2017 Carleton respondents, and statistically significant differences compared to respondents from (i) the average of Groups 2 and 3; and (ii) 2014 Carleton results.

Facility or Service	2017 CUSC Carleton	2017 CUSC Groups 2 and 3 average	2014 CUSC Carleton
<b>Services for First Nations students</b>			
<i>Usage</i>	1%	3%	<i>Similar</i>
Very Satisfied	40%		
Satisfied	49%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	7%		
Very Dissatisfied	5%		
<b>Services for international students</b>			
<i>Usage</i>	7%	9%	<i>Similar</i>
Very Satisfied	22%		
Satisfied	62%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	13%		
Very Dissatisfied	3%		
<b>Services for students with disabilities</b>			
<i>Usage</i>	10%	6%	7%
Very Satisfied	43%		
Satisfied	49%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	6%		
Very Dissatisfied	2%		
<b>University libraries (physical books, magazines, stacks)</b>			
<i>Usage</i>	51%	<i>Similar</i>	56%
Very Satisfied	35%	30%	
Satisfied	61%	66%	<i>Similar</i>
Dissatisfied	3%	4%	
Very Dissatisfied	1%	1%	
<b>University libraries (electronic resources)</b>			
<i>Usage</i>	70%	72%	<i>Similar</i>
Very Satisfied	38%	33%	32%
Satisfied	58%	62%	61%
Dissatisfied	3%	4%	5%
Very Dissatisfied	1%	1%	1%
<b>Employment services</b>			
<i>Usage</i>	15%	13%	16%
Very Satisfied	17%	19%	
Satisfied	60%	64%	<i>Similar</i>
Dissatisfied	19%	14%	
Very Dissatisfied	4%	3%	
<b>Career counselling</b>			
<i>Usage</i>	12%	13%	<i>Similar</i>
Very Satisfied	20%	23%	
Satisfied	57%	63%	<i>Similar</i>
Dissatisfied	19%	12%	

Facility or Service	2017 CUSC		2014 CUSC
	Carleton	Groups 2 and 3 average	Carleton
Very Dissatisfied	5%	3%	
<b>Personal counselling</b>			
<i>Usage</i>	13%	<i>Similar</i>	12%
Very Satisfied	29%		
Satisfied	48%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	15%		
Very Dissatisfied	8%		
<b>Academic advising</b>			
<i>Usage</i>	36%	50%	<i>Similar</i>
Very Satisfied	30%		
Satisfied	55%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	12%		
Very Dissatisfied	4%		
<b>Tutoring</b>			
<i>Usage</i>	8%	14%	<i>Similar</i>
Very Satisfied	23%		
Satisfied	63%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	11%		
Very Dissatisfied	3%		
<b>Study skills and learning supports</b>			
<i>Usage</i>	14%	9%	<i>Similar</i>
Very Satisfied	27%		
Satisfied	63%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	8%		
Very Dissatisfied	2%		
<b>Writing skills</b>			
<i>Usage</i>	9%	12%	<i>Similar</i>
Very Satisfied	22%	27%	
Satisfied	61%	63%	<i>Similar</i>
Dissatisfied	13%	8%	
Very Dissatisfied	4%	2%	
<b>University residences</b>			
<i>Usage</i>	15%	12%	<i>Similar</i>
Very Satisfied	22%		
Satisfied	56%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	16%		
Very Dissatisfied	6%		
<b>Advising for students who need financial aid</b>			
<i>Usage</i>	7%	<i>Similar</i>	<i>Similar</i>
Very Satisfied	20%		
Satisfied	55%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	18%		
Very Dissatisfied	6%		
<b>Financial aid</b>			
<i>Usage</i>	28%	23%	30%
Very Satisfied	18%		
Satisfied	63%	<i>Similar</i>	<i>Similar</i>

Facility or Service	2017 CUSC		2014 CUSC
	Carleton	Groups 2 and 3 average	Carleton
Dissatisfied	15%		
Very Dissatisfied	4%		
<b>Athletic facilities</b>			
<i>Usage</i>	52%	41%	<i>Similar</i>
Very Satisfied	32%	25%	36%
Satisfied	57%	60%	57%
Dissatisfied	9%	12%	6%
Very Dissatisfied	3%	3%	1%
<b>Other recreational facilities</b>			
<i>Usage</i>	15%	18%	<i>Similar</i>
Very Satisfied	23%	21%	
Satisfied	71%	69%	<i>Similar</i>
Dissatisfied	5%	9%	
Very Dissatisfied	1%	2%	
<b>University bookstores (physical stores)</b>			
<i>Usage</i>	71%	73%	<i>Similar</i>
Very Satisfied	19%		15%
Satisfied	68%	<i>Similar</i>	66%
Dissatisfied	11%		15%
Very Dissatisfied	2%		4%
<b>University bookstores (online inventory check, ordering, etc.)</b>			
<i>Usage</i>	31%	37%	25%
Very Satisfied	23%	21%	18%
Satisfied	67%	70%	66%
Dissatisfied	9%	7%	12%
Very Dissatisfied	1%	2%	4%
<b>Campus medical services</b>			
<i>Usage</i>	30%	<i>Similar</i>	<i>Similar</i>
Very Satisfied	25%	31%	32%
Satisfied	54%	54%	56%
Dissatisfied	14%	11%	10%
Very Dissatisfied	7%	5%	3%
<b>Co-op offices and supports</b>			
<i>Usage</i>	19%	14%	15%
Very Satisfied	22%	27%	15%
Satisfied	58%	60%	55%
Dissatisfied	15%	10%	18%
Very Dissatisfied	6%	3%	12%
<b>Facilities for university-based social activities</b>			
<i>Usage</i>	14%	17%	<i>Similar</i>
Very Satisfied	17%	18%	
Satisfied	71%	76%	<i>Similar</i>
Dissatisfied	11%	6%	
Very Dissatisfied	1%	0%	
<b>Facilities for student associations</b>			
<i>Usage</i>	13%	15%	11%
Very Satisfied	18%	18%	<i>Similar</i>

Facility or Service	2017 CUSC		2014 CUSC
	Carleton	Groups 2 and 3 average	Carleton
Satisfied	67%	73%	
Dissatisfied	13%	7%	
Very Dissatisfied	2%	1%	
<b>Computing services help desk</b>			
<i>Usage</i>	10%	12%	<i>Similar</i>
Very Satisfied	31%		
Satisfied	60%	<i>Similar</i>	<i>Similar</i>
Dissatisfied	7%		
Very Dissatisfied	2%		
<b>Food services</b>			
<i>Usage</i>	71%	56%	<i>Similar</i>
Very Satisfied	14%	12%	15%
Satisfied	60%	62%	64%
Dissatisfied	20%	20%	17%
Very Dissatisfied	5%	6%	5%
<b>Parking</b>			
<i>Usage</i>	34%	37%	<i>Similar</i>
Very Satisfied	9%	5%	7%
Satisfied	45%	31%	38%
Dissatisfied	26%	31%	32%
Very Dissatisfied	20%	33%	23%



**Table 5:** Detailed Summary of Satisfaction with Campus Services and Facilities for 2017 Carleton Respondents *Only*

<b>Facility/Service</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very dissatisfied</b>
Services for First Nations students (1%)	40%	49%	7%	5%
Services for international students (7%)	22%	62%	13%	3%
Services for students with disabilities (10%)	43%	49%	6%	2%
University libraries (physical books, magazines, stacks) (51%)	35%	61%	3%	1%
University libraries (electronic resources) (70%)	38%	58%	3%	1%
Employment services (15%)	17%	60%	19%	4%
Career counselling (12%)	20%	57%	19%	5%
Personal counselling (13%)	29%	48%	15%	8%
Academic advising (36%)	30%	55%	12%	4%
Tutoring (8%)	23%	63%	11%	3%
Study skills and learning supports (14%)	27%	63%	8%	2%
Writing skills (9%)	22%	61%	13%	4%
University residences (15%)	22%	56%	16%	6%
Advising for students who need financial aid (7%)	20%	55%	18%	6%
Financial aid (28%)	18%	63%	15%	4%
Athletic facilities (51%)	32%	57%	9%	3%
Other recreational facilities (15%)	23%	71%	5%	1%
University bookstores (physical stores) (71%)	19%	68%	11%	2%
University bookstores (online inventory check, ordering, etc.) (31%)	23%	67%	9%	1%
Campus medical services (30%)	25%	54%	14%	7%
Co-op offices and supports (19%)	22%	58%	15%	6%
Facilities for university-based social activities (14%)	17%	71%	11%	1%
Facilities for student associations (13%)	18%	67%	13%	2%
Computing services help desk (10%)	31%	60%	7%	2%
Food services (71%)	14%	60%	20%	5%
Parking (34%)	9%	45%	26%	20%

## Appendix D

**Table 6:** Detailed Summary of Satisfaction with Teaching for 2017 Carleton respondents, and statistically significant differences compared to respondents from (i) Groups 2 and 3, on average; and (ii) 2014 Carleton results.

	2017 CUSC Carleton	2017 CUSC Groups 2 and 3 average	2014 CUSC Carleton
<b>Most of my professors are reasonably accessible outside of class</b>			
Strongly agree	17%	19%	20%
Agree	73%	72%	73%
Disagree	8%	7%	6%
Strongly disagree	2%	2%	1%
<b>Most of my professors take a personal interest in my academic progress</b>			
Strongly agree	8%	12%	
Agree	50%	54%	<i>Similar</i>
Disagree	33%	27%	
Strongly disagree	9%	7%	
<b>Most of my professors treat students as individuals, not just numbers</b>			
Strongly agree	17%	22%	
Agree	60%	60%	<i>Similar</i>
Disagree	19%	15%	
Strongly disagree	4%	3%	
<b>Most of my professors encourage students to participate in class discussions</b>			
Strongly agree	26%	30%	24%
Agree	59%	60%	64%
Disagree	13%	9%	12%
Strongly disagree	2%	2%	2%
<b>Most of my professors are well organized in their teaching</b>			
Strongly agree	17%		17%
Agree	67%	<i>Similar</i>	70%
Disagree	13%		11%
Strongly disagree	3%		2%
<b>Most of my professors seem knowledgeable in their fields</b>			
Strongly agree	42%		
Agree	54%	<i>Similar</i>	<i>Similar</i>
Disagree	3%		
Strongly disagree	1%		
<b>Most of my professors communicate well in their teaching</b>			
Strongly agree	17%	18%	17%
Agree	65%	67%	68%
Disagree	16%	13%	13%
Strongly disagree	3%	2%	2%
<b>Most of my professors are intellectually stimulating in their teaching</b>			
Strongly agree	15%	17%	14%
Agree	58%	62%	62%
Disagree	23%	18%	21%
Strongly disagree	4%	3%	3%
<b>Most of my professors provide useful feedback on my academic work</b>			
Strongly agree	12%	14%	
Agree	56%	58%	<i>Similar</i>
Disagree	26%	23%	

	2017 CUSC		2014 CUSC
	Carleton	Groups 2 and 3 average	Carleton
Strongly disagree	6%	5%	
<b>Most of my professors provide prompt feedback on my academic work</b>			
Strongly agree	10%		10%
Agree	54%	<i>Similar</i>	60%
Disagree	29%		26%
Strongly disagree	7%		5%
<b>Most of my professors are fair in their grading</b>			
Strongly agree	14%		13%
Agree	71%	<i>Similar</i>	74%
Disagree	12%		11%
Strongly disagree	3%		2%
<b>Most of my professors are consistent in their grading</b>			
Strongly agree	15%		
Agree	67%	<i>Similar</i>	<i>Similar</i>
Disagree	14%		
Strongly disagree	4%		
<b>Most of my professors treat students the same regardless of gender</b>			
Strongly agree	45%	49%	49%
Agree	36%	37%	34%
Disagree	3%	3%	3%
Strongly disagree	1%	1%	1%
No basis for opinion	14%	10%	13%
<b>Most of my professors treat students the same regardless of race</b>			
Strongly agree	44%	47%	48%
Agree	35%	37%	33%
Disagree	4%	3%	3%
Strongly disagree	1%	1%	1%
No basis for opinion	16%	12%	15%
<b>Most of my professors look out for students' interests</b>			
Strongly agree	22%	28%	
Agree	48%	49%	
Disagree	14%	12%	<i>Similar</i>
Strongly disagree	3%	2%	
No basis for opinion	13%	9%	
<b>Generally, I am satisfied with the quality of teaching I have received</b>			
Strongly agree	15%	16%	17%
Agree	69%	70%	68%
Disagree	13%	11%	11%
Strongly disagree	3%	3%	4%
<b>Most teaching assistants in my academic program are helpful</b>			
Strongly agree	18%	16%	17%
Agree	56%	51%	55%
Disagree	18%	14%	20%
Strongly disagree	4%	3%	5%
No basis for opinion	4%	16%	3%
<b>Most university support staff (e.g., clerks, secretaries, etc.) are helpful</b>			
Strongly agree	21%	24%	22%
Agree	56%	54%	56%
Disagree	9%	8%	9%
Strongly disagree	3%	2%	3%
No basis for opinion	12%	11%	10%

**Table 7:** Detailed Summary of Satisfaction with Teaching for 2017 Carleton respondents *Only*

<b>Most of my professors...</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
.... are reasonably accessible outside of class	17%	73%	8%	2%	
.... take a personal interest in my academic progress	8%	50%	33%	9%	
.... treat students as individuals, not just numbers	17%	60%	19%	4%	
.... encourage students to participate in class discussions	26%	59%	13%	2%	
.... are well organized in their teaching	17%	67%	13%	3%	
.... seem knowledgeable in their fields	42%	54%	3%	1%	
.... communicate well in their teaching	17%	65%	16%	3%	
.... are intellectually stimulating in their teaching	15%	58%	23%	4%	
.... provide useful feedback on my academic work	12%	56%	26%	6%	
.... provide prompt feedback on my academic work	10%	54%	29%	7%	
.... are fair in their grading	14%	71%	12%	3%	
.... are consistent in their grading	15%	67%	14%	4%	
Generally, I am satisfied with the quality of teaching I have received	15%	69%	13%	3%	
<b>Most of my professors...</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>No basis for opinion</b>
.... treat students the same regardless of gender	50%	37%	3%	1%	10%
.... treat students the same regardless of race	49%	37%	3%	1%	12%
.... look out for students' interests	29%	48%	11%	2%	9%