



Office of Institutional
Research and Planning
CARLETON UNIVERSITY

2019 Canadian University Survey Consortium (CUSC) First-Year Students

Summary of Results

SEPTEMBER 2019

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Introduction

Carleton University regularly participates in a number of surveys in order to better understand its students' characteristics, needs and perceptions. In January 2019, Carleton was one of 46 institutions that participated in an undergraduate survey co-ordinated by the Canadian University Survey Consortium (CUSC)¹. This was Carleton's 21st year participating in a CUSC survey. CUSC operates on a three-year survey cycle. Each year in the cycle a sample is selected from a different group of undergraduates: first-year students, middle-year students and graduating students. In 2019, the sample consisted of first-year undergraduate students.

Methodology

An invitation to complete this online survey was e-mailed to 4,209 Carleton students who were first time, first-year students. 1,583 Carleton students responded to the survey, resulting in a 38 percent response rate (same as 2016).

This report is meant to highlight results related to students' decision to attend university and choose their current university, success adjusting to university and satisfaction with their university experience. 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.

In order to get a sense of how Carleton is doing over time, the 2019 results have been compared to the results from the 2016 survey throughout this report (the last year that the first-year CUSC

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

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

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

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 2019 CUSC survey is presented in **Table 1**. The profile of respondents at comparable institutions (Groups 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 Groups 2 and 3 universities.

Table 1: Proportional Profile of Respondents				
	Carleton (n=1,583)	Groups 2 and 3 (n=10,493)		
		Average	Low	High
Female*	59%	64%	32%	74%
18 years of age or younger**	87%	85%	75%	94%
First generation students	9%	10%	7%	18%
International Student*	14%	10%	1%	23%
Visible minority	47%	46%	16%	74%
Indigenous	3%	4%	0%	13%
Students with a disability *	28%	23%	17%	31%
Disability impacts daily activities*	7%	5%	3%	8%
Living in rental accommodations	12%	13%	6%	26%
Living with parents*	35%	45%	10%	82%
Living in on-campus housing*	52%	40%	9%	75%
Students who work while studying*	28%	35%	14%	51%
Average number of hours worked per week (all respondents who worked)	13	13	12	16
Median grade (self-reported) so far at university	B	B	B	B
* denotes statistically significant difference between Carleton and Group 2/3 average				
** average/low/high for Ontario Groups 2 and 3				
First generation students defined as neither parent having any post-secondary experience				

Fifty-nine percent of respondents from Carleton were female, this is a higher proportion than at Carleton in general (50%), but still represents a lower proportion of females when compared to the average of Groups 2 and 3.

Not surprisingly, a large proportion of first-year respondents were 18 years of age or younger. Comparison was done with Ontario Groups 2 and 3 due to the difference in post-secondary systems across different provinces.

Carleton respondents were more likely than the average of all Groups 2 and 3 to be international students, self-report having a disability/impairment and having their daily activities impacted by it. A similar proportion of respondents at Carleton and comparable institutions self-identified as being an Indigenous student, and members of a visible minority⁴. However, compared to 2016 results, a higher proportion of Carleton respondents self-identify as members of a visible minority (43% vs. 47%).

Compared to the average of Groups 2 and 3, Carleton respondents were more likely to be living in on-campus housing (52% vs. 40%) and less likely to be living with parents (35% vs. 45%).

While it's common for students to be working while attending university, it's not as common for first-year students (as opposed to middle-year or graduating students), as only 28% of respondents reported to be working while studying. This proportion is lower than the average of Groups 2 and 3 (35%), however those with employment worked a similar number of hours, on average. On the other hand, 36% of Carleton respondents say that they are not working but are looking for work, this proportion is higher than the comparison group (30%), and it's also greater than then proportion who reported to be working.

Self-reported median grade was similar between respondents at Carleton and those in Groups 2 and 3 universities, on average.

Results

Decision to Attend University

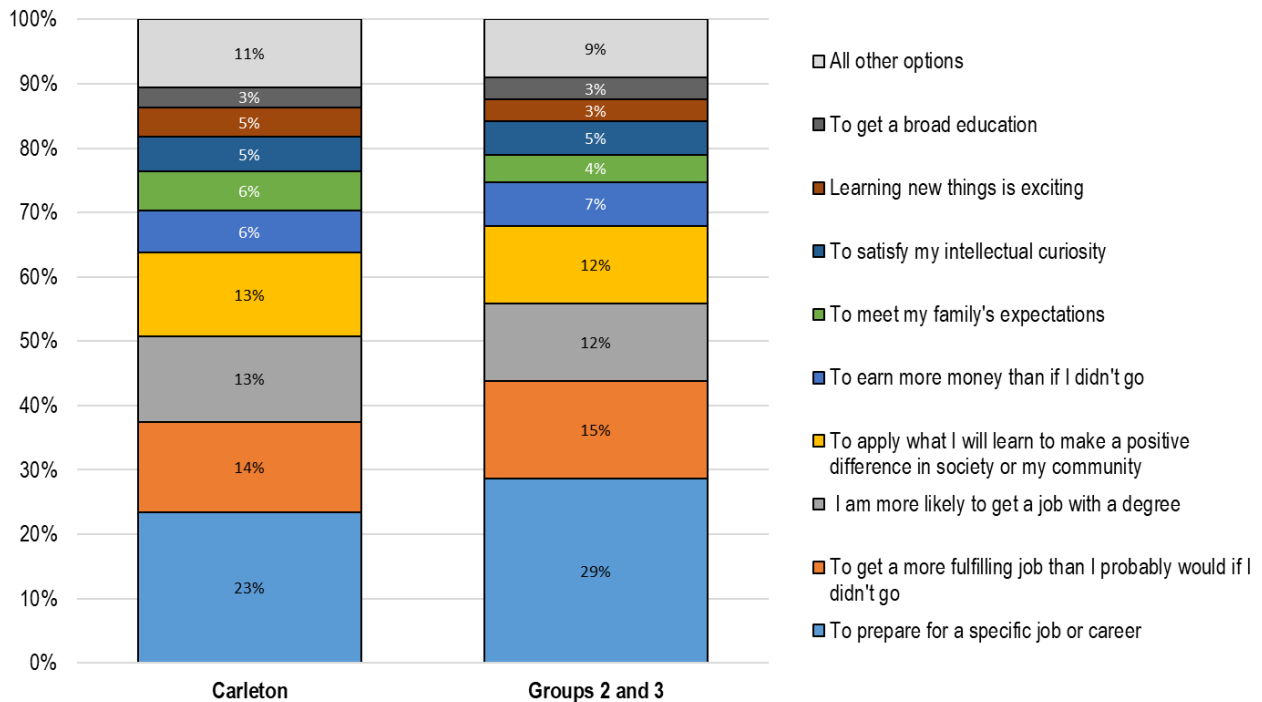
Presumably, potential students have a myriad of reasons for considering university, as opposed to considering other options such as college, or postponing (or foregoing) post-secondary education and working instead. In an attempt to draw out themes amongst those who have chosen to attend

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.

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). Something to note is that in the 2019 survey, CUSC changed the order of these reasons to be randomly ordered for each respondent when asking students to pick the most important reason. This resulted in a different distribution of responses, as compared to 2016.

For 51 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 ‘to get a more fulfilling job than I probably would if I didn't go’. Carleton respondents were less likely than the comparison group to select ‘to prepare for a specific job or career’ and more likely to select ‘to meet family expectations’ and ‘learning new things is exciting’. 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.

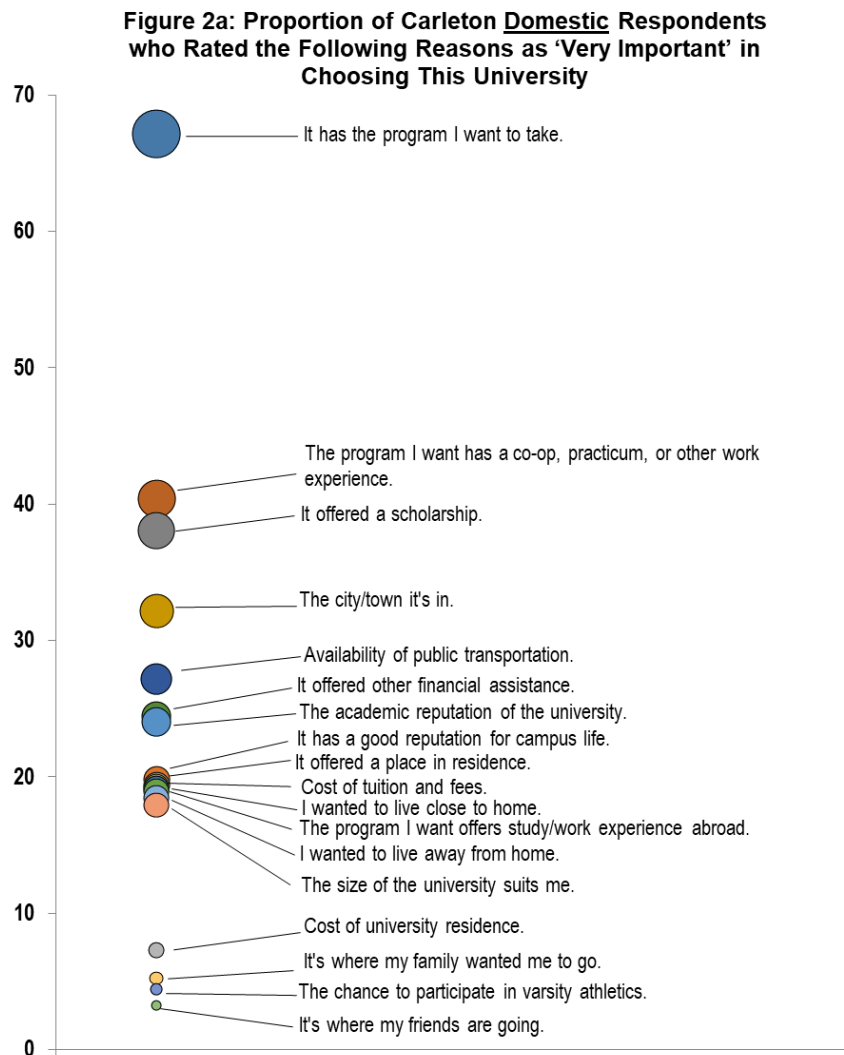
Figure 1: Most Important Reason in Your Decision to Attend University



'All other options' include: to meet new people, to explore whether university is right for me, the satisfaction of doing challenging academic work, I didn't have anything better to do, the chance to participate in varsity athletics, most of my friends are going, and other reason.

Decision to Choose Carleton

Respondents were then asked about specific factors that led to them choosing the university they were attending at the time of the survey, a separate list of preset answers was presented to domestic and international students. **Figure 2a** shows the reasons for domestic respondents at Carleton, 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. For comparison between the Groups 2 and 3 and Carleton 2016 respondents, see **Appendix C**.

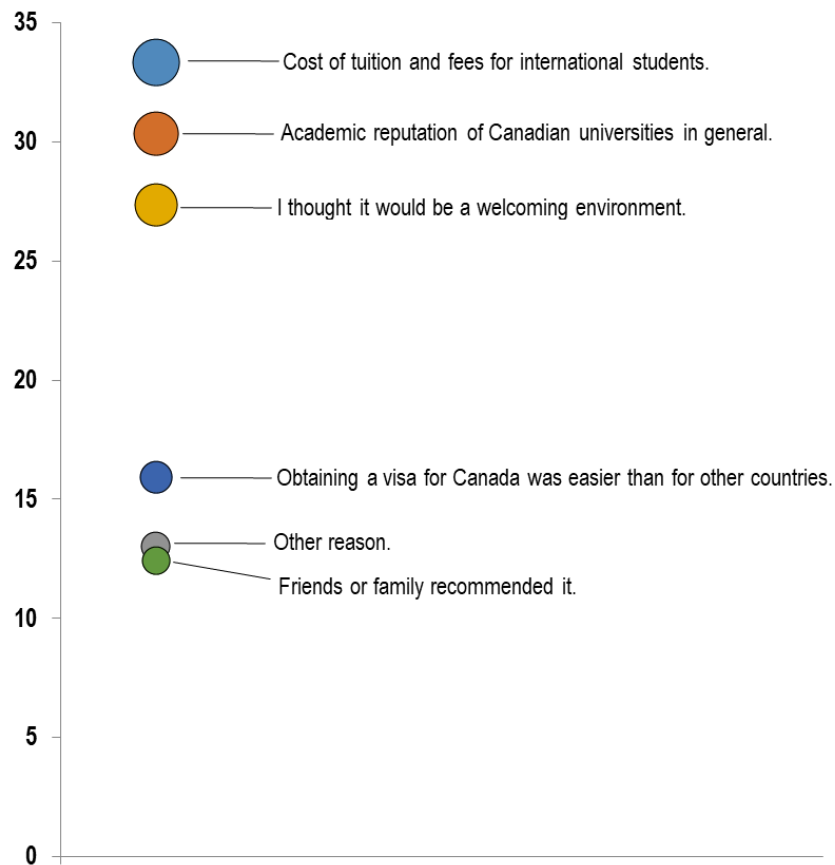


When asked about the single most important reason in their decision to attend their chosen university, the top nine factors encompassed 88 percent of Carleton domestic responses (**Table 2**). Compared to the aggregate results for Groups 2 and 3, Carleton respondents were more likely to cite: programs they want to take, programs has co-op or other work experience, offers of scholarship and program offers study/work experience. On the other hand, they were less likely to cite: wanting to live close to home, academic reputation of the university and cost of tuition and fees.

Table 2: Most Important Reason in Your Decision to Attend <i>This</i> University		
% of Domestic Respondents		
	Carleton	Groups 2 and 3
It has the program I want to take	33%	29%
The program I want has a co-op, practicum or other work experience	15%	13%
I wanted to live close to home	8%	13%
It offered a scholarship	7%	4%
The academic reputation of the university	6%	10%
The city/town it's in	6%	similar
The program I want offers study/work experience abroad	5%	3%
I wanted to live away from home	4%	similar
Cost of tuition and fees	3%	6%

Respondents identified as international/visa students by their university were provided with a different set of reasons for choosing to attend their university. **Figure 2b** shows the reasons for international respondents at Carleton, ranked by the proportion choosing ‘very important’.

Figure 2b: Proportion of Carleton International Respondents who Rated the Following Reasons as 'Very Important' in Choosing This University



Compared to their counterparts at Groups 2 and 3 institutions, international respondents at Carleton were less likely to report 'Cost of tuition and fees for international students' being very important (33% vs. 43% in Groups 2 and 3). Carleton responses are similar to those of 2016.

All respondents were asked to rate how important certain sources of information were in their decision to attend their university on a scale of not important, somewhat important, important, and very important. **Table 3** lists those sources, sorted by the proportion of all Carleton respondents who selected 'very important'.

Table 3: Factors in Your Decision to Attend <i>This</i> University		
% of Respondents reporting 'Very important'		
	Carleton	Group 2 and 3
The university's website	22	Similar
Visit to campus for an open house	22	18
Other visit to campus	14	Similar
Printed university brochure, pamphlet, or viewbook	13	Similar
Parents	13	16
Students attending the university	13	Similar
Visit by a university representative to your high school or CEGEP	11	Similar
Contact with admissions staff on campus	10	Similar
High school/CEGEP counsellors or teachers	8	9
Friends	8	9
Contact with professors	8	Similar
Maclean's university rankings	7	Similar
The university's other social media sites	4	Similar
The Times Higher Education World University Rankings	4	Similar
QS World University Rankings	4	7
Globe and Mail Canadian University Report	4	Similar
The university's Facebook site	4	3
Academic Ranking of World Universities	4	Similar
Contact with university athletic coaches	2	Similar

Carleton respondents were less likely than Groups 2 and 3 to report importance in:

- The university's Facebook site (12% at Carleton choosing 'important' and 'very important' vs. 13% in Groups 2 and 3)
- QS World University Rankings (17% vs. 21%)
- High school/CEGEP counsellors or teachers (30% vs. 33%)
- Friends (29% vs. 33%)
- Parents (40% vs. 46%)

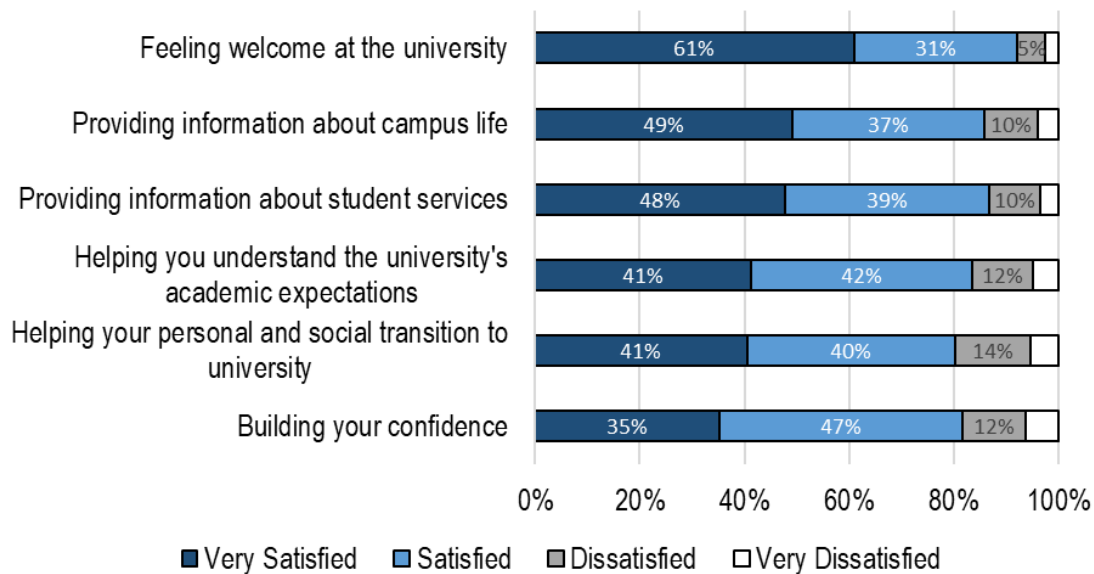
And they were more likely to report 'important' or 'very important' in 'visit to campus for an open house' (47% vs. 45%).

Compared to 2016, Carleton respondents were more likely to report as 'important' or 'very important' in the university's Facebook site and other social media, and less likely to report importance in 'Printed university brochure, pamphlet, or viewbook', 'other visit to campus', 'contact with admissions staff on campus', 'contact with professors', 'Maclean's university rankings', 'Globe and Mail Canadian University Report' and 'other'.

Orientation

Sixty-six percent of Carleton respondents participated in orientation⁵, which is similar to the aggregate of Groups 2 and 3 and to Carleton’s respondents in 2016. 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



Carleton respondents reported higher levels of satisfaction in orientation helping them understand university’s academic expectations than their counterparts at Groups 2 and 3 (84% ‘very satisfied’ and ‘somewhat satisfied’ vs. 82% in Groups 2 and 3), and lower levels of satisfaction in orientation helping their personal and social transition to university (80% vs. 81%). Compared to Carleton’s respondents in 2016, there was a decrease in satisfaction with orientation helping them understand university’s academic expectations from 90% to 84%.

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.

Adjusting to university

Students were asked how much success they had in adjusting to university in a number of areas. Carleton’s 2019 survey results are shown in **Table 4**. Areas in which Carleton respondents were more likely than the Groups 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 4: Success in Adjusting to University					
% of 2019 Carleton Respondents⁶					
	None	Very little	Some	Very much	N/A
Finding your way around campus (+)	1%	2%	23%	73%	2%
Choosing a program of study (+)	2%	5%	33%	60%	4%
Finding information about academic integrity (plagiarism, proper citation, etc.)	2%	6%	36%	56%	6%
Using the library (+)	5%	15%	32%	48%	5%
Commuting to campus (-)	7%	11%	36%	45%	25%
Understanding the course material (+)	1%	5%	49%	45%	1%
Dealing with new living arrangements (+)	8%	10%	37%	45%	24%
Feeling like I belong at this university (+)	4%	10%	41%	44%	3%
Meeting academic demands (+)	1%	8%	48%	42%	1%
Performing well in written assignments (+)	2%	9%	47%	41%	4%
Making friends (+)	7%	19%	35%	39%	2%
Finding suitable housing	11%	14%	38%	37%	29%
Performing well in courses that require math	11%	15%	39%	35%	26%
Getting academic advice (+)	5%	19%	47%	28%	8%
Managing your time	4%	17%	51%	28%	1%
Managing your finances	5%	21%	50%	24%	9%
Finding career information	7%	26%	46%	21%	8%
Becoming involved in campus activities	18%	31%	36%	15%	8%

⁶ Percentages of ‘none’ through ‘very much’ are calculated by excluding respondents who selected ‘not applicable’.

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

- Finding your way around campus (73% at Carleton choosing ‘very much’ vs. 71% in Groups 2 and 3)
- Choosing a program of study (60% vs. 55%)
- Using the library (48% vs. 38%)
- Understanding the course material (45% vs. 41%)
- Dealing with new living arrangements (45% vs. 42%)
- Feeling like I belong at this university (44% vs. 38%)
- Meeting academic demands (42% vs. 37%)
- Performing well in written assignments (41% vs. 34%)
- Making friends (39% vs. 35%)
- Getting academic advice (28% vs. 26%)

Carleton’s respondents are less likely to report having success than the average of Groups 2 and 3 in only one area: Commuting to campus 45% vs. 53%.

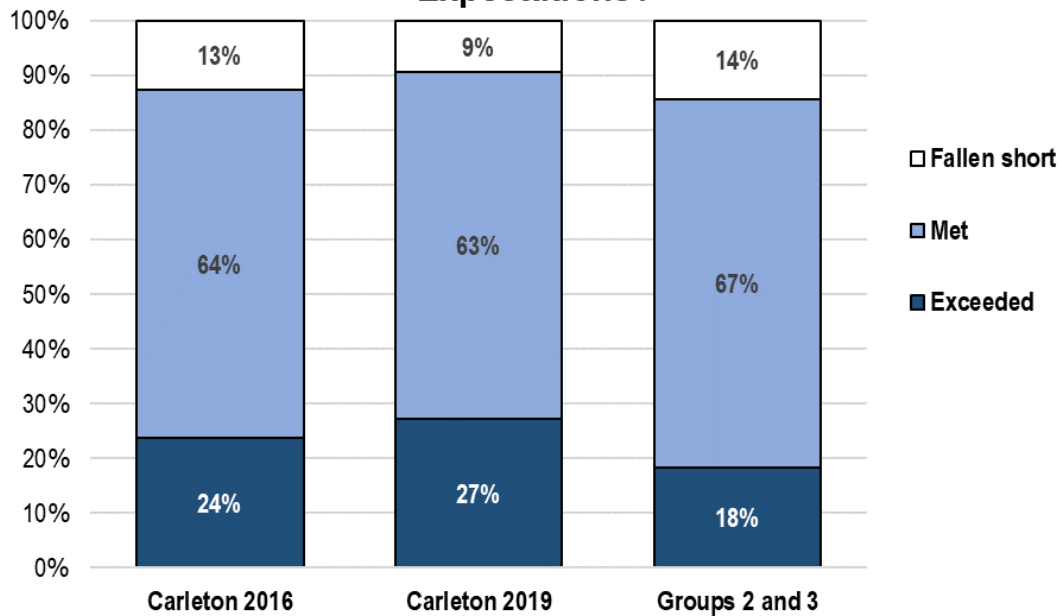
2019 Carleton respondents were more likely to report success in: managing their time (28% choosing ‘very much’ vs. 21% in 2016) and finding career information (21% vs. 17%).

Overall Satisfaction with University Experience

Overall, Carleton respondents reported higher levels of satisfaction in various areas compared to their counterparts and to Carleton’s respondents in 2016.

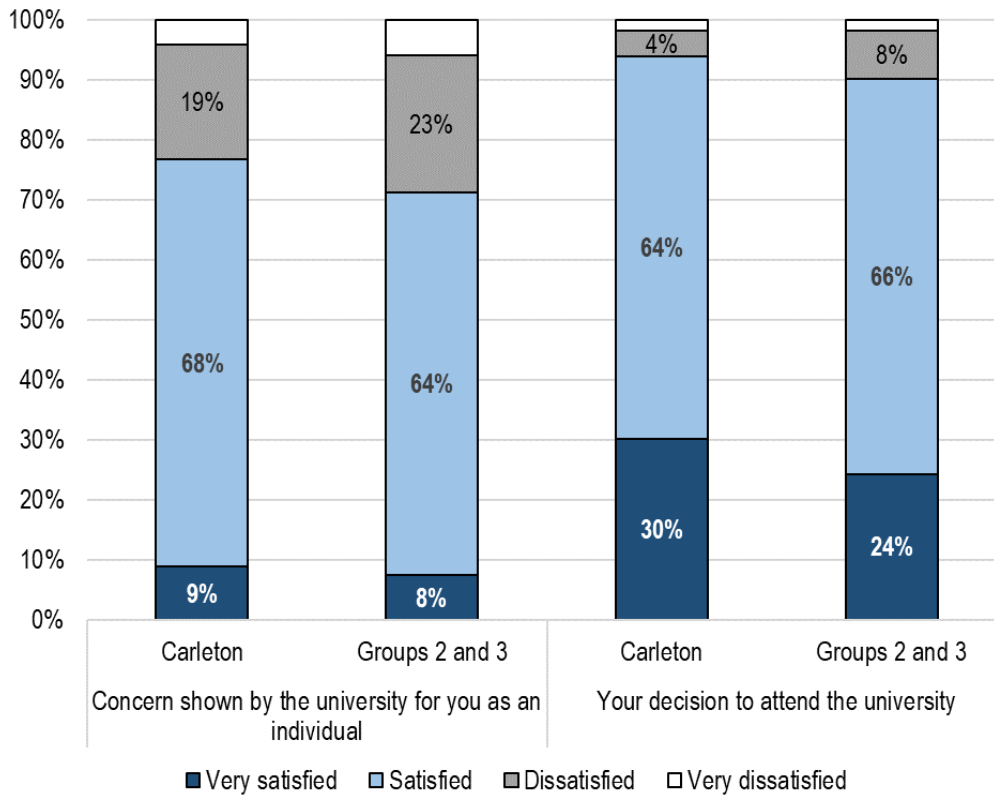
Respondents were asked about their overall experience at their university and how it has compared to their expectations. As **Figure 4** illustrates, a higher proportion of respondents from Carleton had their expectations either met or exceeded (91% compared to 86% for Groups 2 and 3, this is also an increase from 87% in 2016 at Carleton).

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



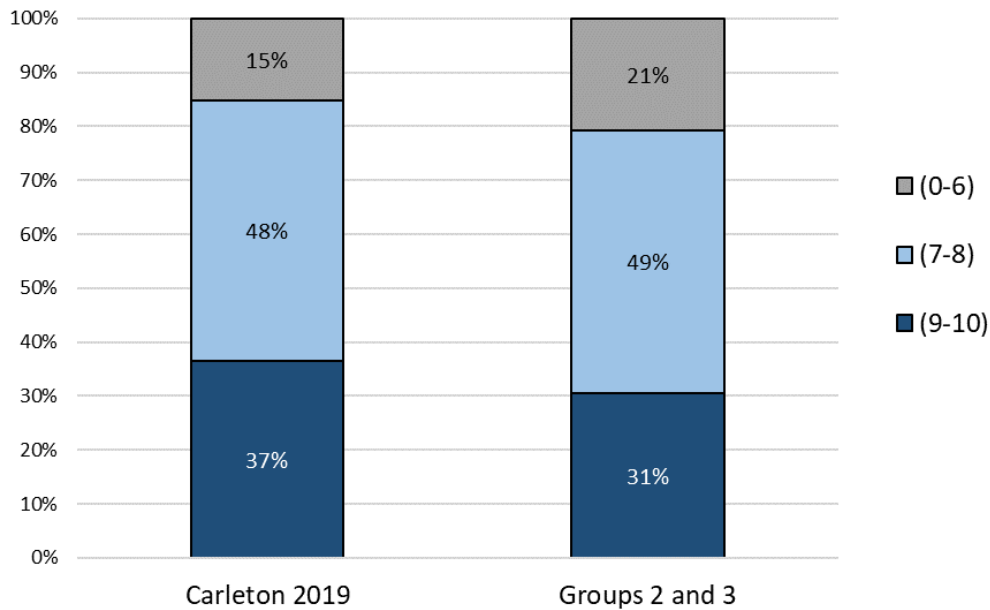
Respondents were asked to rate how satisfied they were with concern shown by the university for them as an individual, as well as their decision to attend this university. **Figure 5** shows that a higher proportion of Carleton respondents reported satisfaction in those two areas as compared to the average of Groups 2 and 3. Compared to 2016, a higher proportion of Carleton respondents reported being satisfied or very satisfied with the concern shown by the university for them as an individual (77% vs. 73%), as well as their decision to attend this university (94% vs. 90%).

**Figure 5: Overall Satisfaction of University Experience
Carleton vs. Comparable Institutions**



Students were asked to rate the likelihood they would recommend their university to a friend or family member on a scale from 0 (not at all likely) to 10 (extremely likely). Carleton respondents are more likely to recommend their university to a friend or family member than the average of Groups 2 and 3 (**Figure 6**). Comparison over time is not possible since this question changed from “Would you recommend Carleton to others?” with answers of yes or no.

Figure 6. How likely is it that you would recommend this university to a friend or family member?

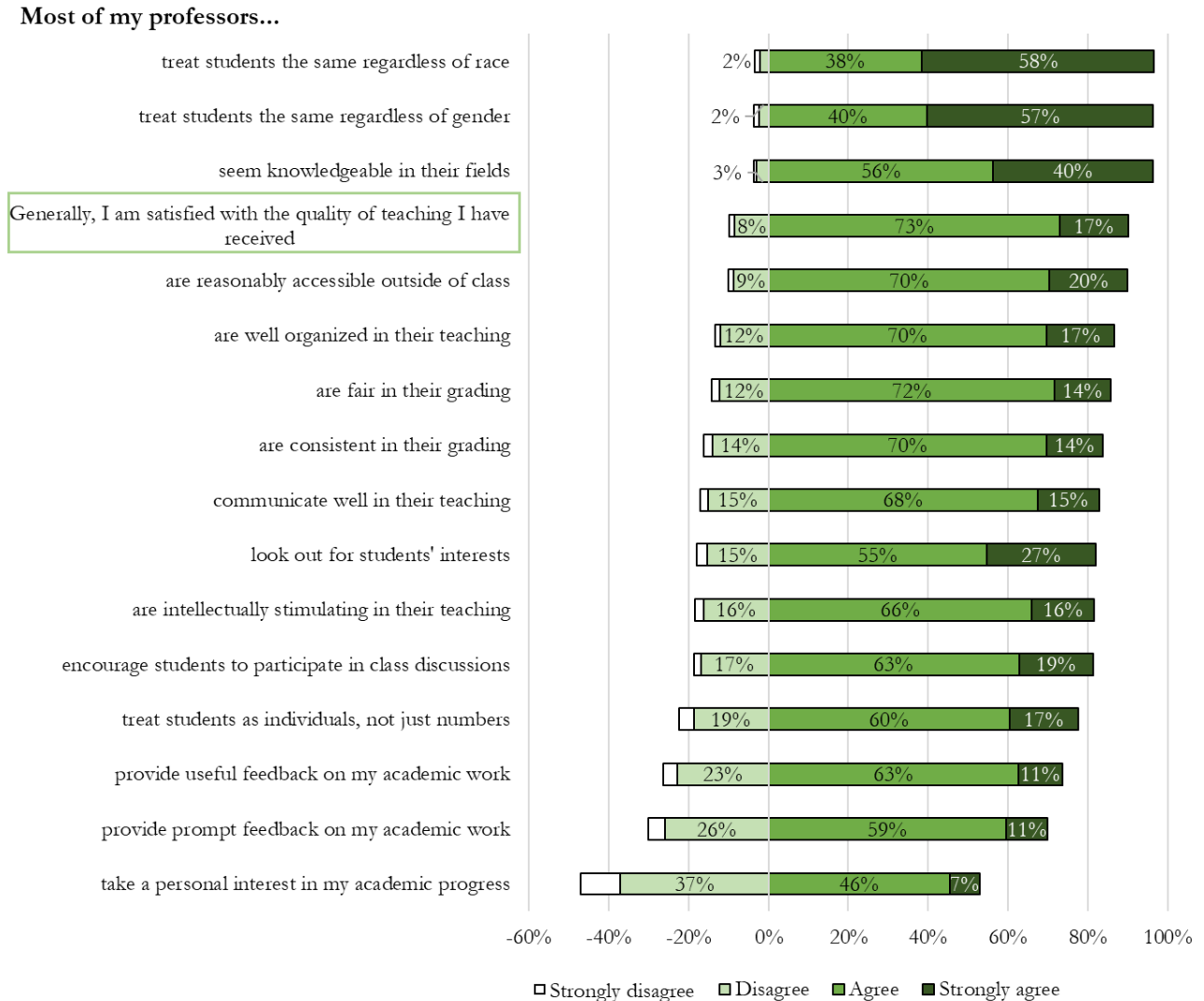


Another set of questions asked students about their experience compared to their expectations, and overall, Carleton respondents reported having good experiences. See **Appendix C - Table A3** for results.

Satisfaction with Teaching

The survey explored the perceptions respondents had towards their professors through their response ratings on a number of statements. Ninety percent of Carleton respondents strongly agreed or agreed that they were generally satisfied with the quality of teaching they had received, this is a higher proportion than the 86% in the comparison Groups 2 and 3; and similar to Carleton’s respondents in 2016. In addition, more specific questions about their perceptions of teaching and other academic experiences at their university were asked. **Figure 7** illustrates that, on a whole, Carleton respondents have very positive perceptions of their professors with three-quarters of the measures being above 80% in agreement.

Figure 7: Perceptions of Professors



Generally, Carleton respondents reported similar perceptions to the Groups 2 and 3, with the exception that Carleton first-year respondents were more likely to agree or strongly agree with the following statements about their professors:

- are well organized in their teaching (87% at Carleton ‘agree’ or ‘strongly agree’ vs. 84% in Groups 2 and 3)
- communicate well in their teaching (83% vs. 81%)
- are intellectually stimulating in their teaching (82% vs. 78%)

Compared to Carleton’s respondents in 2016, a lower proportion of respondents agree or strongly agree with the statement that most of their professors take a personal interest in their academic

progress (53% in 2019 compared to 62% in 2016). However, a higher proportion of respondents agree or strongly agree with the following four statements about their professors:

- are well organized in their teaching (87% in 2019 vs. 85% in 2016)
- treat students as individuals, not just numbers (78% vs. 74%)
- provide useful feedback on my academic work (74% vs. 67%)
- provide prompt feedback on my academic work (70% vs. 65%)

Students were asked to select the top three aspects that they believe are most important for professors to focus on. The most selected aspect was ‘communicate well in their teaching’, with 40% selecting it in their top three. **Table 5** shows results for Carleton compared to the average of Groups 2 and 3. Comparisons over time are not possible since that question was not asked previously.

	Carleton	Group 2 and 3
Communicate well in their teaching	40%	Similar
Seem knowledgeable in their fields	36%	33%
Are well organized in their teaching	33%	Similar
Are fair in their grading	30%	Similar
Treat students as individuals, not just numbers	27%	Similar
Are intellectually stimulating in their teaching	26%	Similar
Are reasonably accessible outside of class	21%	Similar
Provide useful feedback on my academic work	16%	19%
Are consistent in their grading	13%	Similar
Treat students the same regardless of race	13%	Similar
Take a personal interest in my academic progress	12%	15%
Encourage students to participate in class discussions	11%	Similar
Treat students the same regardless of gender	10%	Similar
Look out for students' interests	9%	Similar
Provide prompt feedback on my academic work	5%	Similar
Note: Results for the average of Groups 2 and 3 are shown when statistically significantly different from Carleton's results. Respondents provided top three choices. Therefore, columns will not sum to 100%		

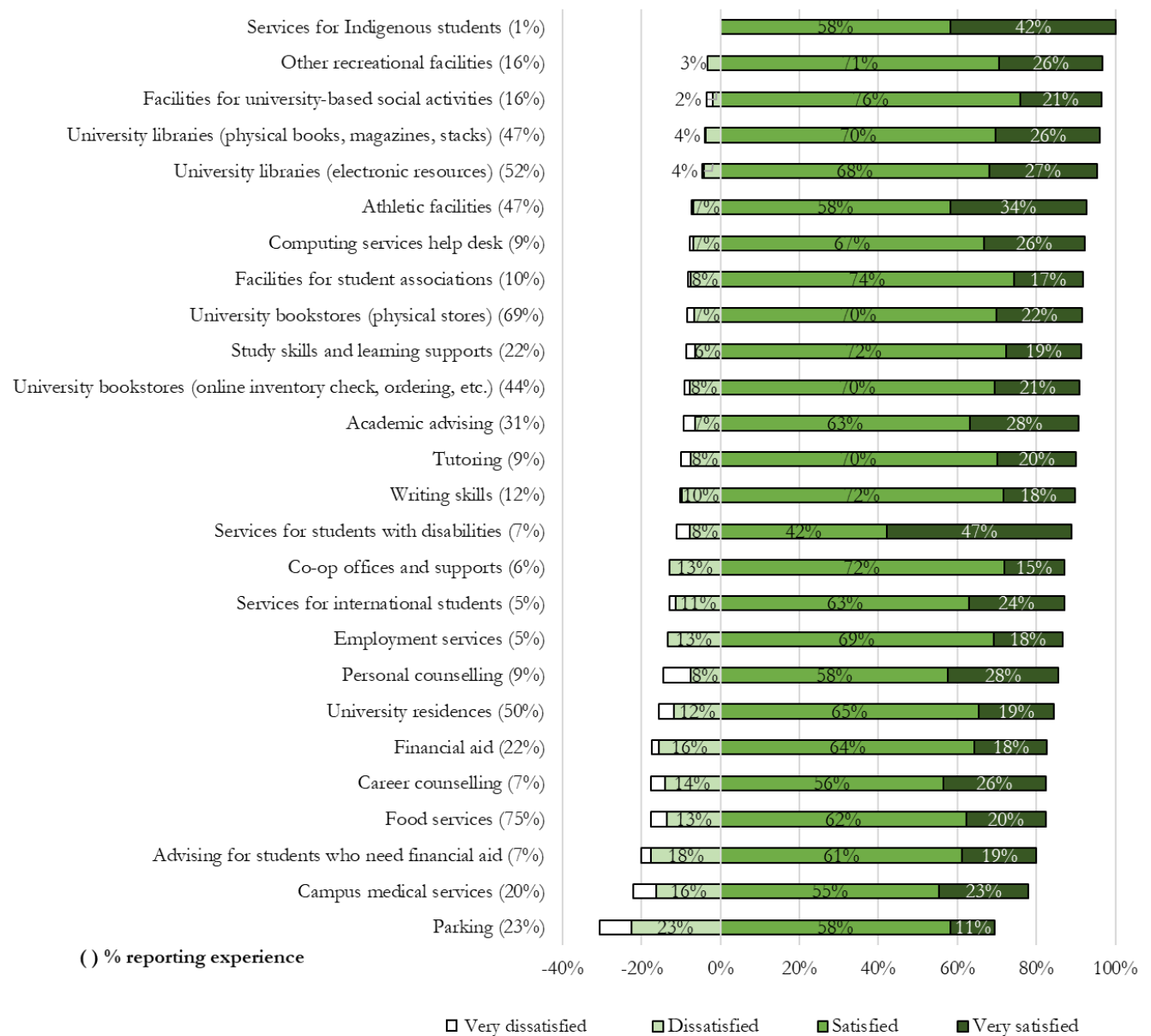
Satisfaction with Services and Facilities

First-year respondents had the opportunity to rate a number of services and facilities at the university (**Figure 8**). They were first asked if they have used each service or facility, the proportion

of users being shown in the chart in parentheses beside each item. And they were able to rate their satisfaction with each service and facility they had used. Services or facilities are sorted in descending order based on the proportion of respondents that were satisfied and very satisfied.

Consideration should be given for the services with small proportions of students who reported using them for the satisfaction rating portion of the question, as results may be less reliable.

Figure 8: Satisfaction with Services and Facilities



Regarding the usage of services and facilities, when compared to the average of Groups 2 and 3, Carleton respondents were more likely to use: services for students with disabilities (7% vs. 4%), university libraries (physical books, magazines, stacks) (47% vs. 39%), study skills and learning supports (22% vs. 16%), university residences (50% vs. 37%), athletic facilities (47% vs. 37%) and food services (75% vs. 60%). And less likely to use: academic advising (31% vs. 39%), tutoring (9% vs. 15%), writing skills (12% vs. 15%), university bookstores (online inventory check, ordering, etc.) (44% vs. 50%), co-op offices and supports (6% vs. 8%), computing services help desk (9% vs. 12%) and parking (23% vs. 27%).

When comparing usage among Carleton respondents over time, Carleton respondents are more likely to use: academic advising (31% in 2019 vs. 26% in 2016), university residences (50% vs. 44%) and university bookstores (online inventory check, ordering, etc.) (44% vs. 28%). And less likely to use: services for international students (5% vs. 8%), university libraries (electronic resources) (52% vs. 59%), financial aid (22% vs. 28%) and university bookstores (physical stores) (69% vs. 74%).

Regarding satisfaction with services, Carleton respondents reported higher levels of satisfaction than the comparison Groups 2 and 3 in university residences (84% ‘satisfied’ or ‘very satisfied’ vs. 78%), food services (82% vs. 72%) and parking services (70% vs 50%); and lower levels of satisfaction in campus medical services (78% vs. 85%).

When compared to 2016, Carleton’s 2019 respondents reported higher levels of satisfaction in university residences (from 78% in 2016 to 84% in 2019) and food services (from 70% to 82%); and lower levels of satisfaction in university libraries (electronic resources) (from 97% in 2016 to 95% in 2019).

Commitment to Completion

Students were asked a series of questions related to their commitment to completion, from plans to come back next year, or complete their degree at the university, to the willingness to put the effort into being successful, to which most students agree or strongly agree. The level of agreement starts declining with questions about going to all of their classes, or courses being interesting, or course load being manageable, and even lower agreement to having the financial resources to complete their program, or having good study habits, which play an important role in students completing their degree. **Table 6** shows the proportion of respondents who agree or strongly agree with those statements.

Table 6: Commitment to Completion		
% Agree and strongly agree	Carleton	Groups 2 and 3
I plan to come back to this university next year	97%	Similar
I plan to complete my degree at this university	97%	Similar
I am willing to put a lot of effort into being successful at university	96%	Similar
I am in the right program for me	90%	Similar
I normally go to all of my classes	88%	91%
Most of my courses are interesting	87%	83%
My course load is manageable	84%	Similar
I had adequate information about my program from the university before I enrolled	80%	Similar
I have the financial resources to complete my program	77%	Similar
I can deal with stress	76%	Similar
A university degree is worth the cost	74%	78%
I have good study habits	68%	Similar
I plan to transfer to another university next year	11%	Similar
I plan to go to college/CEGEP next year	9%	Similar
Note: Results for the average of Groups 2 and 3 are shown when statistically significantly different from Carleton's results.		

Compared to the average of Groups 2 and 3, a lower proportion of Carleton respondents agree that they normally go to all of their classes (88% agree or strongly agree vs. 91%), and agree that a university degree is worth the cost (74% vs. 78%). A higher proportion of Carleton respondents agree that most of their courses are interesting (87% vs. 83%).

Compared to 2016, a lower proportion agree that they normally go to all of their classes (88% agree or strongly agree vs. 91%), and a higher proportion agree that they have good study habits (68% vs. 58%), and that they plan to go to college/CEGEP next year (9% vs. 4%).

Conclusion

One thing to keep in mind while considering the large number of significant results is that 94% of Carleton respondents say that they are satisfied with their decision to attend their university.

The profile of first-year respondents hasn't changed much over time, except when it comes to visible minority, the proportion of respondents self-identifying as a member of a visible minority continues to increase from 43% in 2016 to 47% in 2019.

When selecting the most important reason in their decision to attend university, Carleton respondents were less likely than the comparison group to select ‘to prepare for a specific job or career’ and more likely to select ‘to meet family expectations’ and ‘learning new things is exciting’. But when it comes to the most important reason in their decision to attend their university, Carleton domestic respondents were more likely than the average of Groups 2 and 3 to choose: programs they want to take, programs has co-op or other work experience, offers of scholarship and program offers study/work experience, and were less likely to choose: wanting to live close to home, academic reputation of the university and cost of tuition and fees.

When it comes to orientation, Carleton respondents reported higher levels of satisfaction in orientation helping them understand university’s academic expectations than their counterparts at Groups 2 and 3 (84% ‘very satisfied’ and ‘somewhat satisfied’ vs. 82% in Groups 2 and 3), however, compared to 2016, the proportion of satisfied and very satisfied respondents dropped from 90% to 84%.

Compared to the Groups 2 and 3, Carleton respondents reported higher levels of success in 10 out of 18 items regarding adjusting to University: finding your way around campus, choosing a program of study, using the library, understanding the course material, dealing with new living arrangements, feeling like I belong at this university, meeting academic demands, performing well in written assignments, making friends, and getting academic advice; and lower levels of success than their counterpart in commuting to campus.

First-year respondents at Carleton University reported high levels of overall satisfaction compared to the average of Groups 2 and 3 and to Carleton respondents in 2016: a higher proportion of respondents from Carleton had their expectations either met or exceeded (91% compared to 86% for Groups 2 and 3, this is also an increase from 87% in 2016 at Carleton); are more likely to be satisfied with the concern shown to them as individuals (77% vs. 71% G23, 73% 2016) ; as well as their decision to attend this university (94% vs. 90% G23, 90% 2016). Also, Carleton respondents are more likely to recommend their university to a friend or family member than their peers in Groups 2 and 3.

The 2019 CUSC survey of first-year students offers valuable insight into student’s reasons to attend university, as well as their expectations/experiences and success transitioning to University. 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 2020.

For further information on the results of the surveys in which Carleton participates, go to <https://oirp.carleton.ca/main/surveys/>

Appendix A- CUSC's Protocol for Data Use and data use permissions

DATA LICENSING & MEMBERSHIP AGREEMENT BETWEEN CARLETON UNIVERSITY AND THE CANADIAN UNIVERSITY SURVEY CONSORTIUM (CUSC)/CONSORTIUM CANADIEN DE RECHERCHE SUR LES ÉTUDIANTS UNIVERSITAIRES (CCREU)

OWNERSHIP OF SURVEY DATA

The data collected in surveys of students attending a member institution is the property of that institution.

EXCHANGE OF SURVEY DATA AMONG MEMBERS

Each member will make its survey data available to the other members for the general purposes as outlined in the Preamble herein. Each member is bound by restrictions on the use and disclosure of data belonging to other members.

COMPARISONS LIMITED TO AGGREGATE DATA

The only interuniversity comparisons permitted for publication or circulation beyond a member's senior administrators are those that are based on the aggregate data for all members or the aggregate data for the groups of members identified by CUSC-CCREU.

A member may prepare and circulate reports based on aggregated data from selected groups of member institutions for internal use only to senior administrators of its institution.

LIMITATIONS ON THE USE OF DATA

A member may not publish statistical measures or analysis of its own data for purposes of institutional promotion in a manner that would harm the reputation of another member institution.

Members may not publish statistical measures or analysis of data collected at another member institution with the name of the institution disclosed. Members may publish statistical measures and analysis of their own data.

A member may not publish statistical measures or analysis of data collected at another member institution that would allow an informed reader to identify the institution by reference to location, uncommon programs or other information contained in the published material.

REQUIREMENTS FOR CONFIDENTIALITY

A member may make available to its senior administrators statistical measures and analysis of data from another member, with the identity of the member disclosed, for the purposes outlined in the Preamble above. The member disclosing the identity of another member in these circumstances must ensure that those to whom the information is made available are aware of its confidential nature and restricted audience.

A member institution may be requested to disclose data or statistical measures under freedom of information legislation or other requirements for accountability. In these circumstances members may disclose their own data in order to fulfill the request. Members shall not disclose data that belongs to other member institutions unless the request explicitly demands it and legal counsel advises that the request must be fulfilled. If it must be fulfilled the member institution shall notify immediately the other member institution(s). If it does not have to be fulfilled the requester should be referred to the other member institution(s) which should be notified immediately.

Appendix B- List of Groups 2 and 3 Universities

Group 2

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

Group 3

Concordia University
Dalhousie University
University of Calgary
University of Manitoba
University of Ottawa
University of Saskatchewan

Appendix C- Supporting Tables

Table A1: How important were the following possible reasons in deciding to go to university?					
		Not important	Somewhat important	Important	Very important
I am more likely to get a job with a degree	2019	2%	7%	30%	61%
To prepare for a specific job or career	2019	2%	9%	30%	58%
To get a more fulfilling job than I probably would if I didn't go	2019	3%	8%	31%	58%
	2016	3%	9%	35%	53%
Learning new things is exciting	2019	3%	17%	42%	38%
	2016	4%	18%	44%	34%
To apply what I will learn to make a positive difference in society or my community	2019	6%	21%	35%	38%
	G2&3	5%	19%	38%	38%
To earn more money than if I didn't go	2019	9%	19%	36%	36%
	2016	6%	20%	36%	38%
To get a broad education	2019	5%	20%	41%	35%
	2016	5%	18%	48%	29%
To satisfy my intellectual curiosity	2019	5%	20%	42%	33%
Other reason	2019	52%	6%	12%	30%
	2016	24%	14%	27%	35%
To meet my family's expectations	2019	17%	27%	29%	28%
	G2&3	16%	27%	32%	25%
	2016	14%	25%	32%	29%
To meet new people	2019	11%	29%	35%	25%
	2016	14%	31%	37%	18%
The satisfaction of doing challenging academic work	2019	11%	29%	37%	22%
	2016	12%	32%	37%	19%
To explore whether university is right for me	2019	19%	30%	34%	17%
	2016	26%	31%	33%	10%
Most of my friends are going	2019	52%	27%	14%	6%
	2016	45%	28%	20%	7%
I didn't have anything better to do	2019	63%	20%	11%	6%
	G2&3	64%	22%	10%	5%
The chance to participate in varsity athletics	2019	69%	18%	8%	5%
	2016	64%	20%	11%	5%

Note: Results for the average of Groups 2 and 3 and Carleton's 2016 are shown when statistically significantly different from Carleton's 2019 results.

Table A2: How important were the following in your decision to choose this University?					
Domestic Respondents					
		Not important	Somewhat important	Important	Very important
I wanted to live close to home	2019	54%	12%	16%	19%
	G2&3	38%	16%	21%	25%
I wanted to live away from home	2019	51%	14%	17%	18%
	G2&3	57%	14%	16%	13%
	2016	52%	18%	17%	13%
It offered a place in residence	2019	47%	13%	21%	19%
	G2&3	56%	14%	17%	13%
	2016	51%	14%	21%	14%
Cost of university residence	2019	55%	22%	16%	7%
Cost of tuition and fees	2019	21%	30%	30%	19%
	2016	28%	30%	27%	16%
It has the program I want to take	2019	3%	7%	23%	67%
	G2&3	4%	9%	30%	57%
	2016	4%	6%	28%	62%
The program I want has a co-op, practicum, or other work experience	2019	17%	15%	28%	40%
	G2&3	30%	18%	23%	28%
The program I want offers study/work experience abroad	2019	37%	22%	22%	19%
	2016	30%	24%	27%	18%
The academic reputation of the university	2019	11%	24%	41%	24%
	G2&3	9%	21%	42%	27%
It has a good reputation for campus life	2019	21%	25%	35%	20%
	G2&3	24%	28%	32%	15%
It offered a scholarship	2019	13%	17%	32%	38%
	G2&3	29%	22%	26%	24%
	2016	13%	14%	30%	44%
It offered other financial assistance	2019	30%	22%	24%	24%
	G2&3	40%	23%	21%	17%
The size of the university suits me	2019	24%	24%	34%	18%
	G2&3	26%	26%	32%	16%
	2016	20%	22%	37%	21%
The city/town it's in	2019	14%	21%	33%	32%
	G2&3	17%	21%	31%	31%
	2016	11%	16%	33%	39%
Availability of public transportation	2019	19%	21%	32%	27%
	G2&3	28%	23%	28%	22%
	2016	12%	16%	36%	36%

It's where my friends are going	2019	66%	21%	10%	3%
	G2&3	60%	25%	12%	4%
It's where my family wanted me to go	2019	63%	20%	12%	5%
	G2&3	53%	25%	14%	8%
The chance to participate in varsity athletics	2019	72%	16%	7%	4%
	G2&3	76%	14%	6%	4%
Other reason	2019	58%	5%	12%	24%
International					
		Not important	Somewhat important	Important	Very important
Cost of tuition and fees for international students	2019	14%	19%	33%	33%
	G2&3	9%	18%	30%	43%
Academic reputation of Canadian universities in general	2019	4%	20%	45%	30%
I thought it would be a welcoming environment	2019	7%	19%	46%	27%
Obtaining a visa for Canada was easier than for other countries	2019	35%	22%	27%	16%
Other reason	2019	54%	15%	17%	13%
Friends or family recommended it	2019	29%	29%	29%	12%
Note: Results for the average of Groups 2 and 3 and Carleton's 2016 are shown when statistically significantly different from Carleton's 2019 results.					

Table A3: How does your experience compare to what you expected in these areas?				
Expectation level:		Much less and less	Expected	More and much more
Cost of going to university	2019	5%	48%	47%
The time you have to put into your coursework	2019	14%	39%	47%
	G2&3	12%	36%	52%
How academically demanding your courses are	2019	13%	42%	46%
	G2&3	9%	41%	50%
Availability of help and advising from the university	2019	16%	44%	41%
	G2&3	20%	46%	34%
	2016	20%	52%	28%
Debt you might have to take on to complete your program	2019	14%	48%	38%
Intellectual stimulation	2019	13%	53%	35%
	2016	13%	59%	28%
Ease of making friends	2019	32%	37%	31%
Your course grades	2019	32%	38%	30%
	G2&3	41%	38%	21%
	2016	39%	35%	26%
Contact with your professors outside of the classroom	2019	25%	46%	29%
	2016	30%	46%	24%
Contact with your professors in the classroom	2019	20%	51%	29%
	2016	28%	50%	22%
Amount of writing in your academic work	2019	22%	50%	28%
	G2&3	19%	50%	31%
	2016	13%	58%	29%
Amount you participate in class discussions	2019	24%	52%	23%
	G2&3	28%	52%	20%
Doing coursework in groups	2019	37%	40%	23%
	G2&3	30%	40%	31%
	2016	31%	37%	32%
Ease of getting involved in campus social activities	2019	34%	44%	22%
	2016	47%	36%	17%
Using math in your academic work	2019	24%	54%	22%
Note: Results for the average of Groups 2 and 3 and Carleton's 2016 are shown when statistically significantly different from Carleton's 2019 results.				