

**2008 Canadian University  
Survey Consortium (CUSC):  
All-Year Undergraduate Students**

Prepared by the Office of Institutional Research and Planning

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## Introduction

Carleton University regularly participates in a number of surveys in order to better understand its students' needs and perceptions. In March 2008, Carleton was one of 31 institutions that participated in an undergraduate survey coordinated by the Canadian University Survey Consortium (CUSC)<sup>1</sup>. This was Carleton's 11<sup>th</sup> year participating in a CUSC survey.

CUSC operates on a three-year survey cycle. Each year in the cycle a random sample is selected from a different group of undergraduates: all undergraduates, graduating students or first-year students. In 2008, the sample was taken from all undergraduates regardless of their year.

## Methodology

For the fourth year, Carleton's CUSC survey was done online. An invitation to participate was e-mailed to a random sample of 1,000 Carleton students. 475 Carleton students responded to the survey, resulting in a 48 percent response rate<sup>2</sup>.

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 a group of similar institutions that participated in the survey. Any differences noted in the text of this report are deemed to be statistically significant, unless otherwise noted<sup>3</sup>.

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<sup>1</sup> See Appendix 1 for CUSC's Protocol for Data Use and data use permissions.

<sup>2</sup> Response rate reported here is calculated using only those who completed at least 50% of the survey questions. Actual response rates for individual questions will vary.

<sup>3</sup> Chi-square and Somers'd tests (unless otherwise noted).  $\alpha = 0.05$ .

The group of comparable institutions that will be used for analysis and comparison throughout this report includes:

- Concordia University
- University of New Brunswick (Fredericton Campus)
- University of Regina
- Ryerson University
- University of Victoria
- Wilfrid Laurier University

Part of participating in the Survey Consortium involves adhering to a protocol for data use. Amongst other things, this mutual agreement involves maintaining confidentiality of others' institutional results, and prohibits ranking or inter-university comparisons in a public report such as this. Analysis here will be kept to examining Carleton's results, with the exception of comparing Carleton to the comparable institutions as an aggregate, which is permitted.

In order to get a sense of how Carleton is doing over time, the 2008 results have been compared throughout this report to the results from the 2005 survey (the last year that an all-year student survey was done). For some charts, results for 2002 will also be included. 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 the appendices.

## Profile of Carleton Respondents

A profile of Carleton students who responded to the 2008 CUSC survey is presented in **Table 1**, along with the profile of respondents at comparable institutions<sup>4</sup>. To give a more representative idea of how the profile of students is fairly diverse amongst institutions, we've included the range (lowest and highest proportions) of results across the group of comparable institutions.

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<sup>4</sup> Throughout this section statistically significant differences between proportions are identified using a z-test, while mean summary statistics are evaluated with a t-test (both using a 0.05 significance level).

Fifty-two percent of the respondents from Carleton were female, which is representative of the gender distribution amongst Carleton undergraduates in the 2007/08 academic year (roughly 50/50). The proportion of female respondents tended to be higher at the other institutions, likely in part reflecting their respective enrolment profiles by gender.

Thirty-two percent of Carleton’s respondents identified themselves as a visible minority, which is higher than for the comparator group although the distribution varies markedly by institutions (shown by the range of the proportion of respondents who identified themselves as visible minorities: 9% to 59%). It should be noted that Carleton’s results are in keeping with institutions that participated in CUSC that are located in large urban centers. Also of note, since the 2002 CUSC survey, the proportion of those self-identifying as visible minorities has increased from 16 percent to 32 percent.

<b>Table 1: Proportional Profile of Respondents</b>				
	<b>Carleton</b>	<b>Comparable Institutions</b>		
		<b>Average</b>	<b>Low</b>	<b>High</b>
Female **	52 %	63 %	59 %	69%
20 years of age or younger	53	51	30	72
Studying in Canada on a Student Visa **	9	6	1	13
Visible minority **	32	26	9	59
Aboriginal	3	2	1	5
Students with a disability **	11	8	5	9
Living in rental accommodations **	48	43	21	58
Living with parents	36	37	22	71
Living in on-campus housing **	11	14	2	25
Came from a community of 300,000+ **	42	29	7	62
Students who work while studying **	56	50	41	59
Average number of hours worked per week ** (all respondents who worked)	19	17	14	21
Median grade (self-reported) so far at university	B+	B+	B	B+

\*\* Denotes statistically significant difference between Carleton and the average for comparable institutions

As can be seen in Table 1, the majority of demographic characteristics are denoted with asterisks (\*\*) indicating that Carleton’s demographic profile is generally different from the average respondent profile at comparable institutions. While the differences are not large in many cases, it would be important to keep this in mind while interpreting the results in the report. Where appropriate, further analysis will be done controlling for some of these differences.

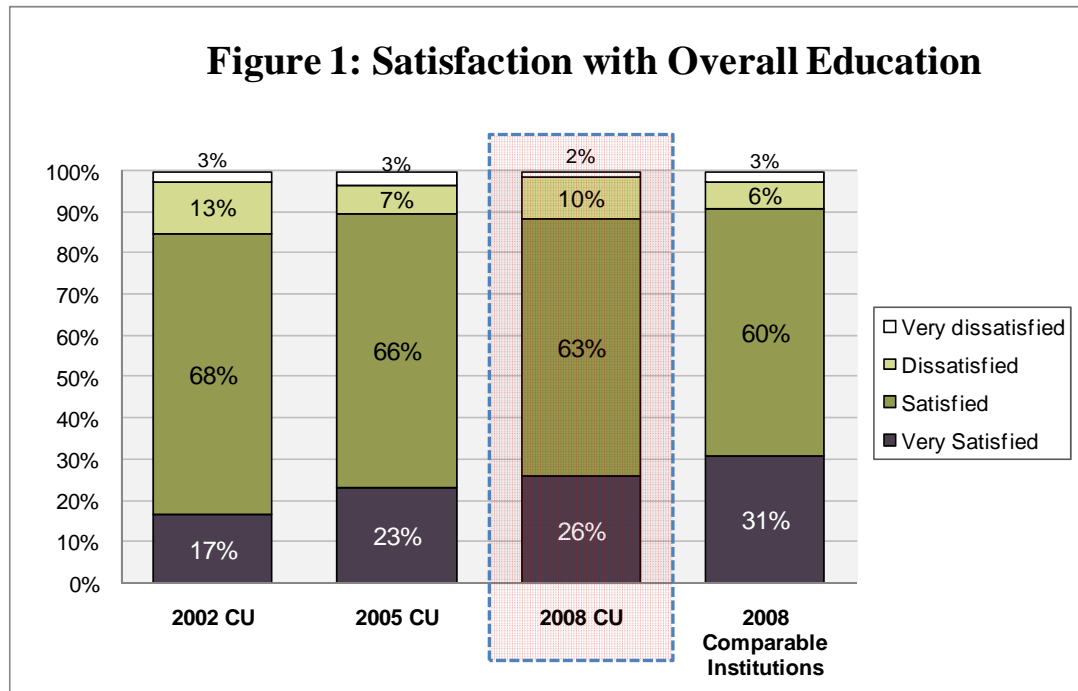
An indicator was created to designate whether a respondent was in a BA degree program, based on the respondent’s discipline. This BA or Not BA variable is helpful in beginning to understand the role that program mix plays in CUSC results. At Carleton, 58 percent of 2008 CUSC respondents were in BA programs. This proportion is similar to 2005, although Carleton respondents are more likely to be in BA programs compared to similar institutions (58% vs. 50%).

Over the last few all-year CUSC surveys, a demographic change occurred in the form of the double-cohort entering Ontario universities mostly in 2003. As would be expected, the proportional representation of second year students was notably different in 2005 (since most of the double-cohort would have been in second-year at the time of the 2005 survey). There are differences in respondent’s year levels at Carleton between the two survey years but the differences were not shown to be statistically significant. On the other hand, the year-level distribution between Carleton and similar institutions in 2008 was statistically significantly different. This should be kept in mind, since the results are not weighted to equalize year levels. This might make a difference in cases where questions might depend on the level of exposure a student has had to university life and experiences. The table below summarizes the shifts in the proportional differences in respondent’s year levels. Throughout this report, where appropriate, analysis by year level will be done in an effort to further understand Carleton’s 2008 CUSC results.

	Carleton		Comparable Institutions 2008 Survey
	2005 Survey	2008 Survey	
First-Year	23%	23%	27%
Second-Year	34%	27%	23%
Third-Year	26%	29%	24%
Fourth-Year +	17%	21%	26%

## Satisfaction with University Experiences and Campus

Eighty-nine percent of respondents indicated that they were satisfied or very satisfied with the overall quality of the education they received at Carleton (**Figure 1**). The proportion of those who were very satisfied increased since 2002, although the difference between 2005 and 2008 was not statistically significant. Carleton's result for this item was statistically significantly different from the average for similar institutions with Carleton's respondents reporting lower levels of satisfaction in comparison.

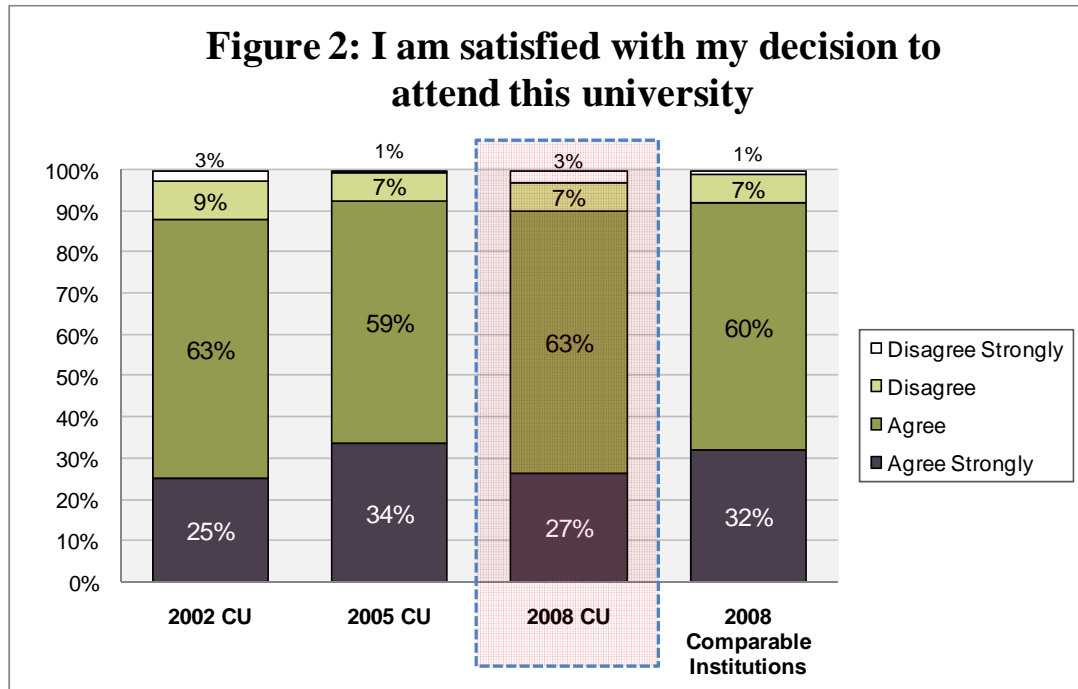


A closer look at the results found that between 2005 and 2008, no differences were found for Carleton's results when controlling for year level, gender, employment status, or degree type (BA or not).

Comparing Carleton results to similar institutions shows that fourth year respondents at Carleton gave lower ratings than their counterparts at comparable institutions in 2008, as did those who were not employed (and not looking for employment), and those who were in programs other than BAs (aggregated into one category: not BA). There were no differences found by gender.

When asked to indicate their level of agreement with being satisfied with their decision to attend their university, 90 percent of Carleton respondents to the 2008 CUSC survey agreed (agreed or strongly agreed). While the level of agreement is roughly the same across the three survey years (**Figure 2**), respondents in

the 2005 CUSC were more likely to ‘agree strongly’ to this statement. The 2008 results for Carleton are statistically different from the group of similar institutions. As seen with the overall satisfaction question, the most notable difference between the two is the proportion of respondents indicating a strong agreement.

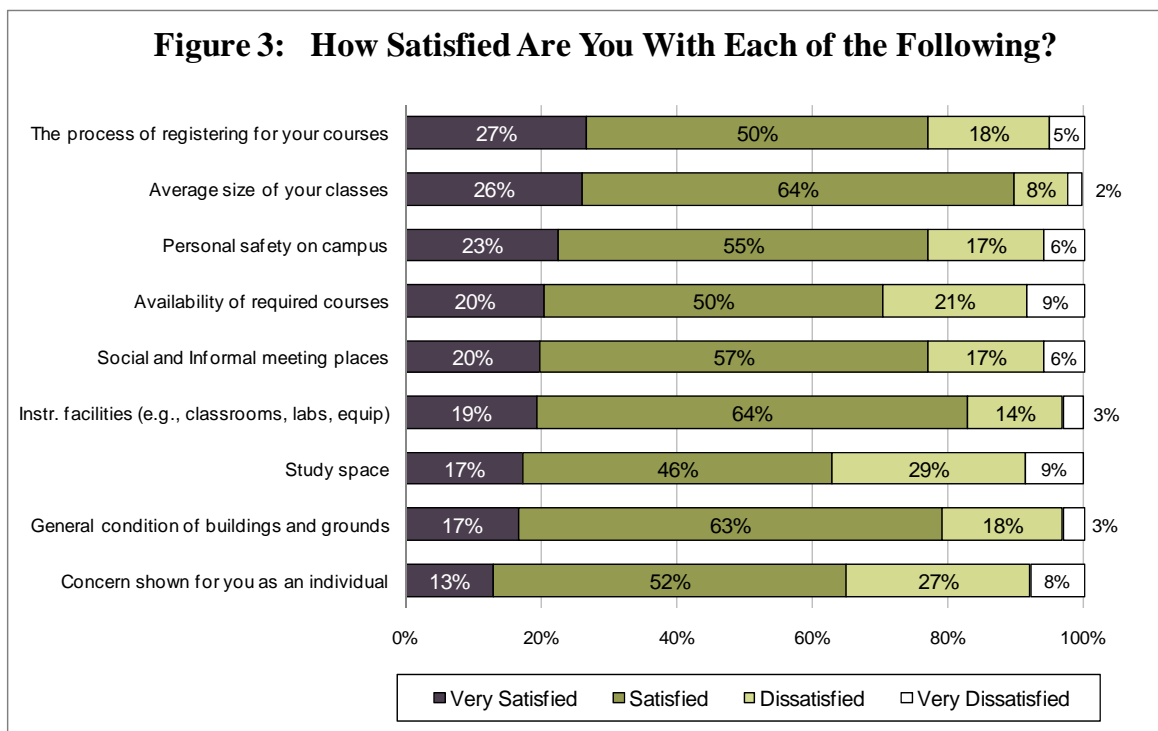


Upon closer inspection, comparing 2008 Carleton results to both 2005 Carleton and results for similar institutions, it was shown that Carleton’s first-year respondents, female respondents and BA respondents were less likely in 2008 to strongly agree that they had made the right choice when deciding to attend Carleton. All other types of respondents had similar results across time and when compared to their counterparts at similar institutions.<sup>5</sup>

<sup>5</sup> Although cell sizes begin to get very small when looking at gender, year level and degree type together, an ordinal statistical significant test concludes that the combination of first-year female BA Carleton respondents had one of the only significantly lower agreement levels (in addition to fourth-year male non-BA respondents).



Respondents were also asked to indicate their levels of satisfaction with a number of items concerning their perceptions of the environment and experiences at their university (**Figure 3**). Carleton’s respondents were most likely to report being ‘very satisfied’ with the ‘Process of registering for courses’ and the ‘Average size of classes’, while ‘Concern shown for you as a individual’ had the lowest proportion of ‘very satisfied’ ratings. This last item did not vary significantly by degree type, gender, visible minority status or disability status, but there was a notable difference depending on respondents’ year levels: upper level students were more likely to be dissatisfied with the concern shown for them as individuals.



Satisfaction levels for the majority of these items remained similar to 2005’s CUSC results. There were two exceptions: Respondents reported higher levels of satisfaction with ‘Concern shown for you as an individual’ and considerably lower levels of satisfaction with ‘Personal safety on campus’ (**Table 3**).

<b>Table 3: Statistical Differences Found in Perceptions</b>			
	2005 Carleton	2008 Carleton	2008 Comparable Institutions
<b>Concern shown for you as an individual</b>			
Very Satisfied	10%	13%	Similar
Satisfied	45%	52%	
Dissatisfied	31%	27%	
Very Dissatisfied	15%	8%	
<b>Personal safety</b>			
Very Satisfied	44%	23%	43%
Satisfied	51%	55%	51%
Dissatisfied	5%	17%	5%
Very Dissatisfied	0%	6%	1%

For the first item, ‘Concern shown for you as an individual’, it should be noted that 2005’s low level had seemed anomolous at the time (although not entirely unexpected given the temporary peak in enrolment due to the double-cohort.) The 2008 results are more in line with previous CUSC results (i.e. 2002), and are also similar to comparable institutions.

As for the notably lower levels of satisfaction with ‘Personal safety on campus’, this result shows not only a decrease in satisfaction over time, but also, for the first time, sets Carleton apart from similar institutions. This result for 2008 is very likely associated with two serious incidents that occurred on campus in the 2007/2008 academic year. A separate safety audit and personal safety survey were conducted by the administration, and the levels of satisfaction with personal safety from those studies are similar to these CUSC results for 2008.

Gender appears to be an important dimension when studying the change in the reported satisfaction levels for personal safety. Specifically, female respondents were more likely to indicate lower levels of satisfaction in 2008. For example, in 2005, 96 percent of female respondents reported being ‘satisfied’ or ‘very satisfied’, whereas that proportion dropped to 69 percent in 2008. The difference between 2005 and 2008 for male respondents was not as drastic: from 94 percent to 86 percent ‘satisfied’ or ‘very satisfied’.

When controlling for gender, there are no statistically significant differences between year levels and their reported satisfaction on this item (i.e., first-year females are similar to upper year females).

Four items in this category were similar to previous Carleton results, but were shown to have statistically different satisfaction levels from comparable institutions' results: Average size of classes, General conditions of buildings and grounds, Study space, and Social and Informal meeting places. For each of these items, Carleton students were less likely to report being 'very satisfied' than their counterparts at similar universities (**Table 4**).

<b>Table 4: Statistical Differences found in Perceptions (cont'd)</b>			
	2005 Carleton	2008 Carleton	2008 Comparable Institutions
<b>Average size of classes</b>			
Very Satisfied		26%	35%
Satisfied	Similar	64%	57%
Dissatisfied		8%	7%
Very Dissatisfied		2%	1%
<b>General conditions of buildings and grounds</b>			
Very Satisfied		17%	28%
Satisfied	Similar	63%	56%
Dissatisfied		18%	13%
Very Dissatisfied		3%	3%
<b>Study space</b>			
Very Satisfied		17%	24%
Satisfied	Similar	46%	50%
Dissatisfied		29%	21%
Very Dissatisfied		9%	5%
<b>Social and informal meeting places</b>			
Very Satisfied		20%	25%
Satisfied	Similar	57%	58%
Dissatisfied		17%	15%
Very Dissatisfied		6%	3%

## Satisfaction with Services

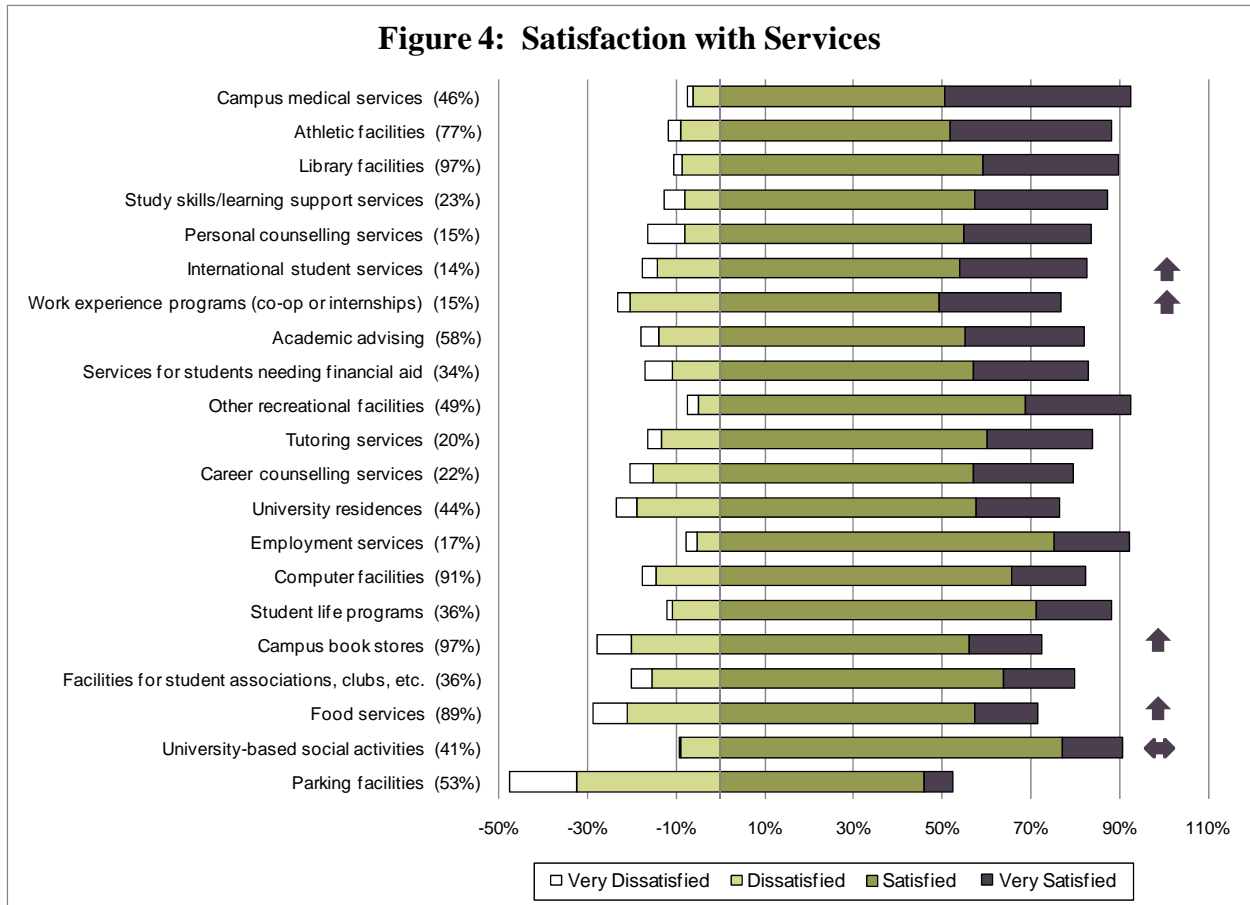
Respondents were asked to indicate their top three priorities for improvement at their university (out of a list of 23 services/facilities on campus). Carleton students most often chose Academic advising as their number one top priority (19%), followed by Library facilities (11%) and Computer facilities (10%). **Table 5** below shows the five items most often chosen as one of the respondents' top three priorities. Please note that the reported proportion is out of respondents (not responses), and that each respondents could choose up to three priorities (i.e., proportions would total to 300% if all respondents chose three items).

<b>Table 5: Priorities for Improvement</b>		
	Carleton 2008	Comparable Institutions
Academic advising	34%	33%
Computer facilities	30%	19%
Library facilities	29%	23%
Food services	25%	32%
Parking facilities	23%	37%

Additional analysis shows that first-year students at Carleton are most likely to be concerned with Food services, while third and fourth-year students place greater emphasis on Academic advising and Computer facilities. Also, as can be seen in Table 5, Academic advising is similarly placed for both Carleton and comparable institutions. Respondents at Carleton placed more preference on Computer and Library facilities as priorities, and placed less of a priority on Food services and Parking in comparison to similar institutions.

CUSC respondents were also asked to indicate their level of satisfaction with the list of services, illustrated in **Figure 4** (note: the chart is sorted in descending order by the proportion of respondents who chose 'very satisfied'). At Carleton, the highest rated items in terms of the proportion reporting 'very satisfied', were: Campus medical services, Athletic facilities, and Library facilities. It should be noted that high (or low) satisfaction should not be confused with a perceived need for improvement, as can be seen looking at the satisfaction levels of the top five priorities for improvement in the chart below.

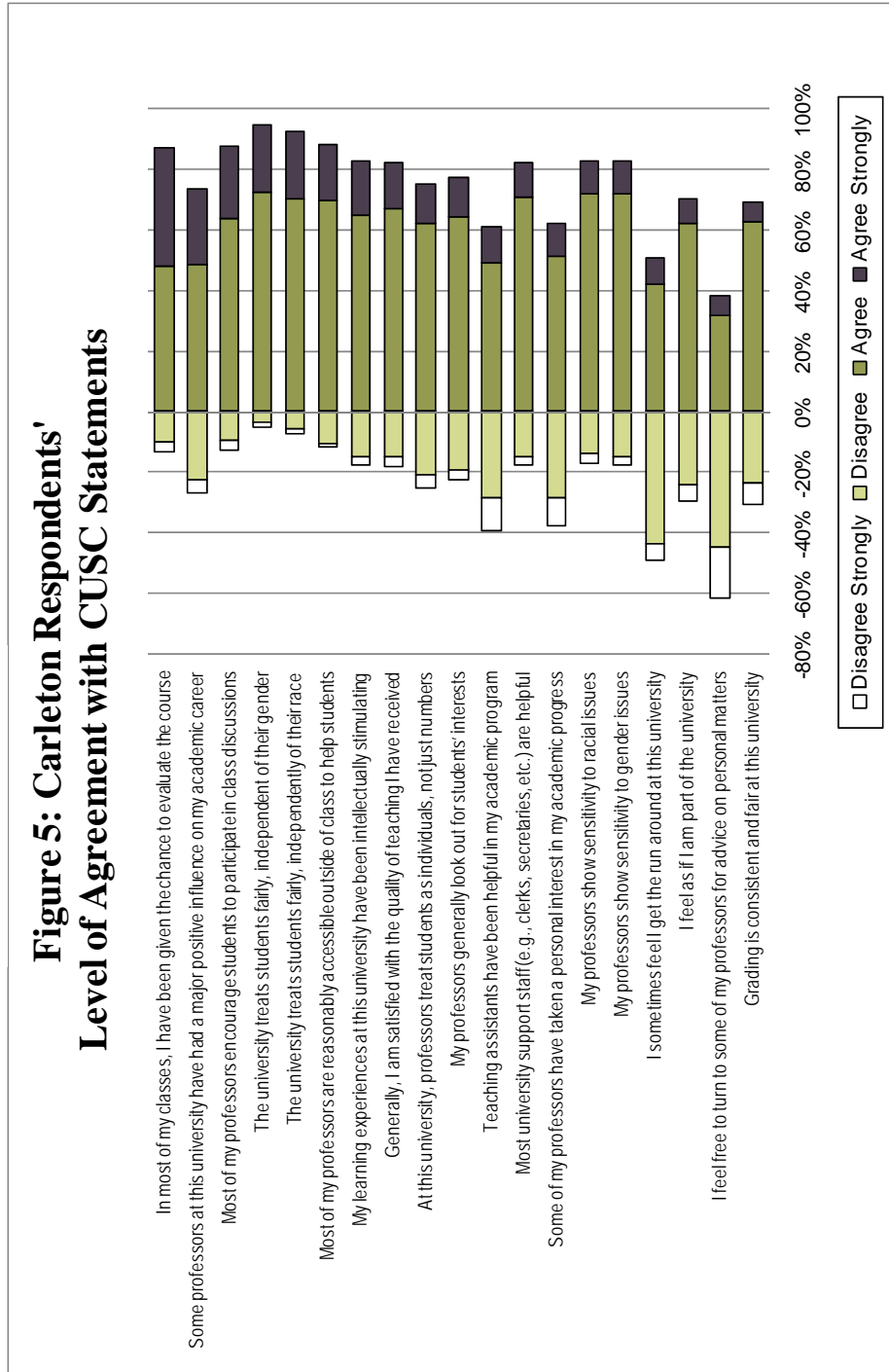
Since 2005, four areas had improvements which were found to be statistically significant: International student services, Work experience programs, Campus bookstore, and Food services. University-based social activities was found to have a different response profile in 2008 compared to 2005, but it cannot be concluded (statistically) whether the differences reflect and positive or negative change.



In comparison to similar institutions, statistically significant differences were seen in 2008. More specifically, Carleton respondents reported higher levels of satisfaction with Campus medical services, as well as Parking facilities. Lower levels of satisfaction were found for the following services: Computer facilities, Campus bookstore, Work experience programs, University residences, and Facilities for student associations and clubs. More details on the rating of services at Carleton can be found in Appendix 2, along with the distributions of items found to be statistically significantly different over time or with similar institutions.

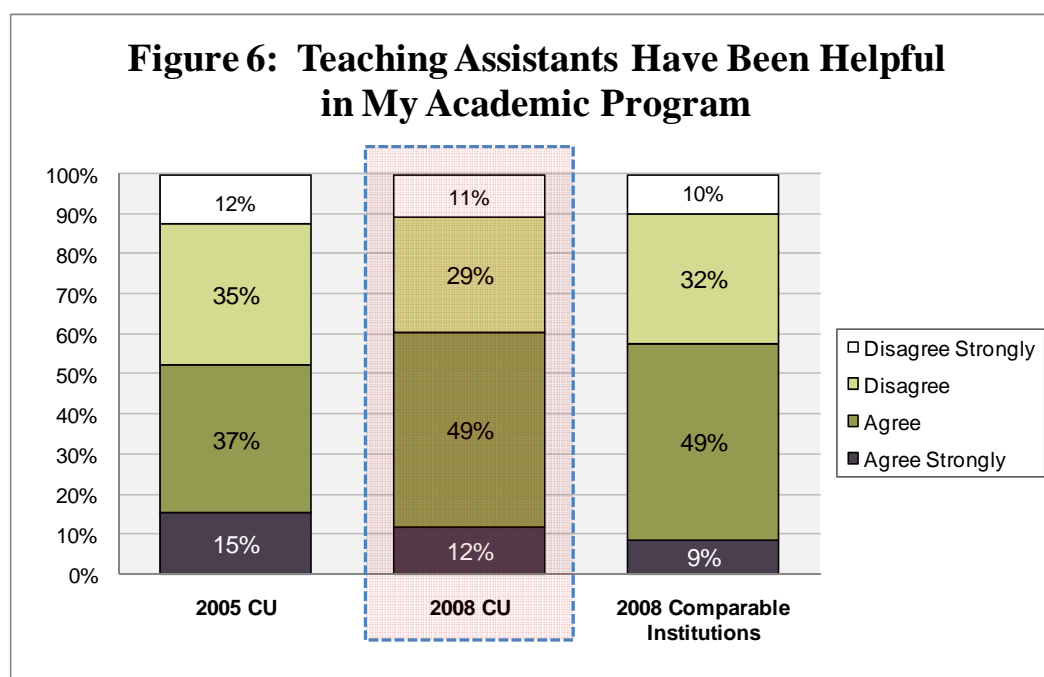
## Student Experiences and Perceptions

In the CUSC survey, there are a number of items for which respondents are asked to indicate their level of agreement. The chart below shows the variation in agreement levels across the items (the chart is sorted in descending order by the proportion of respondents who 'agreed strongly').



Please note that in Figure 5 above and Table 6 below, the item ‘I sometimes feel I get the run around at this university’ is expressed differently than the others (i.e. agreement to this item is negative).

An item that has consistently been rated amongst the lowest at Carleton has been Teaching Assistants. This result has been consistent across all CUSC surveys (i.e. first year students, graduating students), as well as on other surveys such as NSSE. While this question was not asked in 2002, the chart below illustrates the improvement in satisfaction with TAs – specifically with a decrease in the proportion of respondents who disagreed with this statement. In 2008, Carleton was comparable to similar institutions.



When looking at items related to racial sensitivity, it was noted that respondents who identified themselves as a visible minority were less likely to agree with the following statements: ‘My professors show sensitivity to racial issues’ and ‘The university treats students fairly, independent of their race’. The pattern of response is similar for visible minority respondents at Carleton and those at the other comparable institutions, on average. This should be kept in mind when comparing the aggregate results for Carleton to those of comparable institutions since the proportion of visible minority respondents is 32 percent at Carleton, and 26 percent, on average, at comparable institutions.

Other differences occurred across time and between Carleton and similar institutions. **Table 6** below summarizes the statistically significant differences. Between 2005 and 2008, any item that had an increase in agreement (agree + strongly agree) also experienced a decrease in the proportion who strongly agreed (number in parenthesis).

<b>Table 6: Proportion of Carleton respondents who Agreed or Strongly Agreed to the list of CUSC Statements</b> (proportion in parenthesis denotes % indicating Strongly Agreed)			
	2005 CU	2008 CU	Comparable Institutions
Some of my professors have taken a personal interest in my academic progress	59% (17%)	62% (11%)	67% (16%)
My professors show sensitivity to gender issues	81% (19%)	83% (11%)	Similar
My professors show sensitivity to racial issues	87% (23%)	83% (11%)	86% (16%)
Most of my professors encourage students to participate in class discussions	86% (32%)	88% (24%)	90% (28%)
At this university, professors treat students as individuals, not just numbers	Similar	75% (13%)	80% (18%)
In most of my classes, I have been given the chance to evaluate the course	Similar	87% (39%)	94% (45%)
Most of my professors are reasonably accessible outside of class to help students	88% (29%)	88% (18%)	Similar
Teaching assistants have been helpful in my academic program	52% (15%)	61% (12%)	Similar
Grading is consistent and fair at this university	70% (13%)	69% (7%)	Similar
Most university support staff (e.g., clerks, secretaries, etc.) are helpful	77% (16%)	82% (12%)	86% (17%)
I sometimes feel I get the run around at this university	61% (20%)	51% (9%)	Similar
I feel as if I am part of the university	Similar	70% (8%)	75% (11%)
The university treats students fairly, independently of their race	Similar	93% (22%)	96% (25%)



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## Further Analysis on Survey Results

As seen in Table 5, there is a noticeable trend in how Carleton respondents answered this series of 'CUSC statements' relating to their experiences and perceptions. Specifically, between 2005 and 2008, any item in this series that had an increase in agreement (agree+ strongly agree) also experienced a decrease in the proportion who strongly agreed (number in parenthesis). This series includes the statement previously discussed: I am satisfied with my decision to attend this university.

We decided to explore this phenomenon by looking more closely at a number of possible explanations – eliminating some, while supporting others.

Some of the possible explanations that we could eliminate included the following:

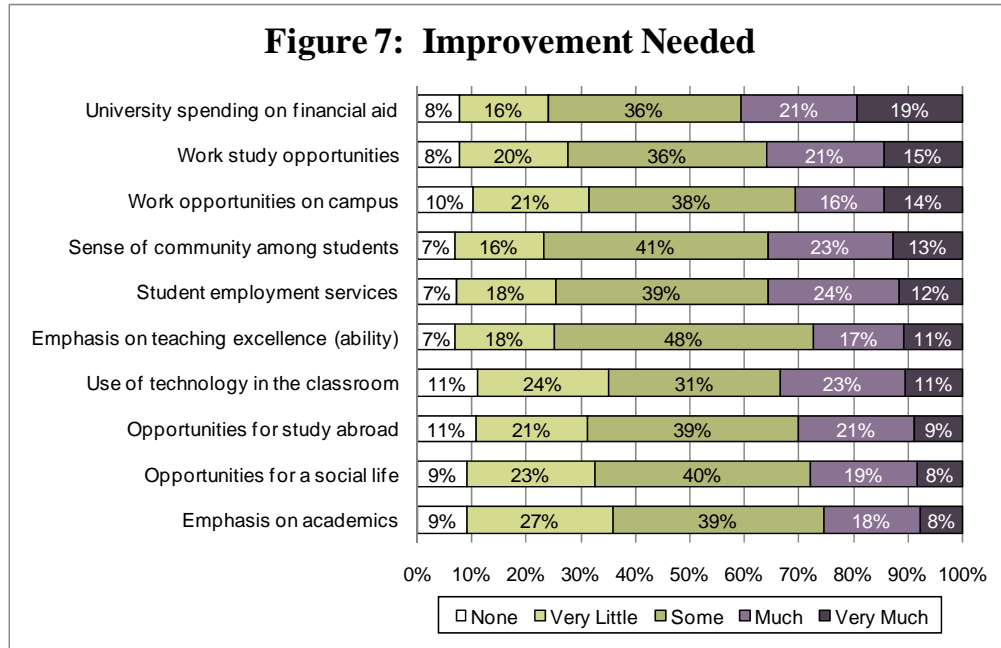
1. We confirmed that the question wording (and answer labels) was the same between the two years.
2. This trend was not found to be happening for the grouped responses of comparable institutions, eliminating the hypothesis that students in general were less likely to strongly agree in 2008.
3. While year level would be a usual suspect in this analysis, it was found that the trend still appeared when year level was controlled for – this was further confirmed by trying to predict an agreement pattern in the series of questions, controlling for year level, gender and BA or not. In this regression, being in a BA program was shown to be a significant predictor, while year level and gender were not.

Some of the possible explanations that we were able to support included the following:

1. The timing of the survey was different between the two years. The 2005 survey was in the field in February, while the 2008 survey went out in March. It is possible that stronger ratings for these items would be less likely during the more busy and stressful month of March.
  2. Many processes at the University became more automated (e.g. self-serve audits, on-line registration) which could result in higher levels of satisfaction for process-oriented items, but a decrease in the likelihood of very high levels of satisfaction without the additional customer service component.
  3. Gender and Degree Type differences. Respondents who are female and in BA programs showed the strongest tendency for this phenomenon, more so than females in non-BA programs or males in either type of degree.
  4. This result could be picking up on a more general level of anxiety felt by students on campus. It was found that there is a statistically significant correlation between how respondents answered this series of 'CUSC statements' (computed to be a single index) and how satisfied they were personal safety on campus. Of course a correlation does not imply causality, but it is a noteworthy possible factor in this phenomenon.
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## Improvement Needed for Student Experiences and Institutional Emphasis

A series of items were presented on the CUSC questionnaire and respondents were asked to indicate if any of them needed improvement – and how much improvement they felt each needed (respondents were also given the option to choose “don’t know”). Most items involved student experiences and institutional emphasis. The chart below illustrates Carleton’s results for 2008 (excluding don’t knows).



There were a few differences between 2005<sup>6</sup> and 2008, notably: Opportunities for study abroad, Student employment services, and Work opportunities on campus. For each of these items, respondents reported lower levels of needed improvement in 2008, as compared to 2005.

In comparison to respondents at similar institutions, Carleton respondents indicated higher levels of improvement needed for four items: Sense of community among students, Emphasis on academics, Opportunities for a social life, and Use of Technology in the classroom.

<sup>6</sup> Note: the items ‘Emphasis on academics’ and ‘Opportunities for a social life’ were not included in the 2005 CUSC survey

A closer look at the sense of community item shows that, generally, upper year respondents reported higher levels of improvement needed compared to lower year respondents. This trend holds both at Carleton and at comparable institutions.

In addition to indicating how much improvement was needed respondents were also asked to identify up to three top priority areas for improvement. The five most cited areas of priority are as follows (the proportion is of respondents):

1. Emphasis on teaching excellence (ability) – 57%
2. University spending on financial aid – 35%
3. Sense of community among students – 33%
4. Emphasis on academics – 30%
5. Work study opportunities – 26%

Carleton respondents had similar priorities to their counterparts, on average, at similar institutions.

## Conclusion

This summary of the 2008 CUSC survey results at Carleton has focused on the many aspects of student satisfaction ranging from overall satisfaction levels to satisfaction with campus environment and university services to an understanding of student experiences and perceptions. An analysis of these results has allowed us to further understand how our students experience Carleton.

The respondent profile from the 2008 CUSC shows that there are many differences between Carleton respondents and those at comparable institutions. These differences include a more equal gender distribution at Carleton, more visible minority respondents, a greater proportion in BA programs, more working students, and a different distribution of year levels (more 2<sup>nd</sup> year and 3<sup>rd</sup> year respondents). These differences should be kept in mind when comparing results with the average for similar institutions.

### Results in this report include:

- 89 % of Carleton respondents were satisfied or very satisfied with their overall education, a slightly lower satisfaction level when compared to similar institutions.

- 27% of Carleton respondents strongly agreed and 63% agreed that they were satisfied with their decision to attend this university. Compared to previous years and to similar institutions, Carleton respondents were less likely to strongly agree to this statement.
- In comparison to the previous CUSC year (2005), Carleton respondents were more satisfied with the 'Concern shown for you as an individual', although less satisfied with their personal safety on campus.
- In comparison to similar institutions, 2008 Carleton respondents were less satisfied with their personal safety on campus, average class sizes, study space, social and informal meeting places, as well as the with the general conditions of buildings and grounds.
- In terms of student services, respondents give top marks to campus medical services, athletics and library facilities. In comparison to the previous CUSC year a number of services have improved satisfaction ratings: international student services, work experience programs, campus bookstore and food services.
- In comparison to similar institutions, Carleton respondents gave higher ratings to Campus medical services and Parking facilities, while a number of lower rated services were also identified.
- A general trend found for Carleton's 2008 respondents was that over time many items showed an increase in agreement (agree + strongly agree), but a decrease in strongly agree.
- Respondents at Carleton were more positive about their Teaching Assistants in 2008, and in fact rated them similarly to the ratings given by their counterparts at similar institutions.
- University spending on financial aid and employment-related opportunities were identified as aspects at Carleton needing the most improvement.

Results from this survey, along with others, will help Carleton provide an outstanding learning experience for its current and future students. The next CUSC survey is scheduled for February 2009, focusing on graduating undergraduate students.

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

## Appendix 1

# PROTOCOL FOR DATA USE

## CANADIAN UNDERGRADUATE 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 sub-committee consisting of Ken Kush, Michael O'Sullivan, Dan Pletzer, and Lynn Smith with consultation with members of the full CUSC committee (all participating institutions) in the case of requests that seem problematic.
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## Appendix 2

<b>Rate your level of satisfaction with the service (of those who indicating using the service)</b>				
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Campus medical services (46%)	1%	6%	50%	42%
Athletic facilities (77%)	3%	9%	52%	37%
Study skills/learning support services (23%)	5%	8%	57%	30%
Library facilities (97%)	2%	9%	59%	30%
International student services (14%)	3%	14%	54%	29%
Personal counselling services (15%)	8%	8%	55%	29%
Work experience programs (co-op or internships) (15%)	3%	20%	49%	28%
Academic advising (58%)	4%	14%	55%	27%
Services for students needing financial aid (34%)	6%	11%	57%	26%
Tutoring services (20%)	3%	13%	60%	24%
Other recreational facilities (49%)	3%	5%	69%	24%
Career counselling services (22%)	5%	15%	57%	22%
University residences (44%)	5%	19%	58%	19%
Student life programs (36%)	1%	11%	71%	17%
Computer facilities (91%)	3%	15%	66%	17%
Employment services (17%)	3%	5%	75%	17%
Facilities for student associations, clubs, etc. (36%)	5%	16%	64%	16%
Campus book stores (97%)	8%	20%	56%	16%
University-based social activities (41%)	1%	9%	77%	14%
Food services (89%)	8%	21%	57%	14%
Parking facilities (53%)	15%	33%	46%	6%

Note: Proportion in parenthesis denotes the % indicating that they have used the service.



**Appendix 2 (continued)**

**Statistically Significant Differences for Services and Facilities**

Significant differences in how respondents rated services 2005 vs. 2008		
	Carleton 2005	Carleton 2008
Campus bookstore		
Very Satisfied	11%	16%
Satisfied	45%	56%
Dissatisfied	27%	20%
Very Dissatisfied	17%	8%
International Student services		
Very Satisfied	3%	29%
Satisfied	50%	54%
Dissatisfied	30%	14%
Very Dissatisfied	17%	3%
Work experience programs		
Very Satisfied	25%	28%
Satisfied	48%	49%
Dissatisfied	9%	20%
Very Dissatisfied	18%	3%
Food Services		
Very Satisfied	8%	14%
Satisfied	54%	57%
Dissatisfied	26%	21%
Very Dissatisfied	11%	8%

Significant differences in how respondents rated services Carleton vs. Comparable Institutions		
	Carleton 2008	Comparable Institutions
Parking facilities		
Very Satisfied	6%	5%
Satisfied	46%	39%
Dissatisfied	33%	34%
Very Dissatisfied	15%	22%
Campus medical services		
Very Satisfied	42%	32%
Satisfied	50%	50%
Dissatisfied	6%	13%
Very Dissatisfied	1%	5%
Campus bookstore		
Very Satisfied	16%	22%
Satisfied	56%	59%
Dissatisfied	20%	15%
Very Dissatisfied	8%	4%
Work experience programs		
Very Satisfied	28%	40%
Satisfied	49%	45%
Dissatisfied	20%	9%
Very Dissatisfied	3%	5%
Facilities for student assoc.		
Very Satisfied	16%	21%
Satisfied	64%	67%
Dissatisfied	16%	10%
Very Dissatisfied	5%	2%
Computer Facilities		
Very Satisfied	17%	33%
Satisfied	66%	59%
Dissatisfied	15%	8%
Very Dissatisfied	3%	1%
University residences		
Very Satisfied	19%	28%
Satisfied	58%	53%
Dissatisfied	19%	14%
Very Dissatisfied	5%	5%

Legend

-  2008 Carleton results are more positive
-  2008 Carleton results are less positive

### Appendix 3

<b>Level of Agreement – Carleton 2008</b>				
	Disagree Strongly	Disagree	Agree	Agree Strongly
Some of my professors have taken a personal interest in my academic progress	9%	29%	51%	11%
My professors show sensitivity to gender issues	3%	15%	72%	11%
My professors show sensitivity to racial issues	3%	14%	72%	11%
Some professors at this university have had a major positive influence on my academic career	4%	22%	49%	25%
My professors generally look out for students' interests	3%	20%	64%	13%
I feel free to turn to some of my professors for advice on personal matters	17%	45%	32%	7%
Most of my professors encourage students to participate in class discussions	3%	10%	64%	24%
At this university, professors treat students as individuals, not just numbers	4%	21%	62%	13%
In most of my classes, I have been given the chance to evaluate the course	3%	10%	48%	39%
Most of my professors are reasonably accessible outside of class to help students	1%	11%	70%	18%
Teaching assistants have been helpful in my academic program	11%	29%	49%	12%
Grading is consistent and fair at this university	7%	24%	63%	7%
Generally, I am satisfied with the quality of teaching I have received	3%	15%	67%	15%
My learning experiences at this university have been intellectually stimulating	2%	15%	65%	18%
Most university support staff (e.g., clerks, secretaries, etc.) are helpful	3%	15%	71%	12%
I sometimes feel I get the run around at this university	5%	44%	42%	9%
I feel as if I am part of the university	5%	24%	62%	8%
The university treats students fairly, independently of their race	2%	6%	70%	22%
The university treats students fairly, independent of their gender	1%	4%	73%	22%