

**2010 Canadian University
Survey Consortium (CUSC):
First-Year Undergraduate Students**

Prepared by the Office of Institutional Research and Planning

September 2010

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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 2010, Carleton was one of 39 institutions that participated in an undergraduate survey co-ordinated by the Canadian University Survey Consortium (CUSC)¹. This was Carleton's 13th 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 2010, the sample consisted of first-year undergraduate students.

Methodology

An invitation to complete this online survey was e-mailed to a random sample of 2,000 Carleton students who were first time, first-year students. 910 Carleton students responded to the survey, resulting in a 45.5 percent response rate.

This report is meant to highlight results related to student satisfaction with their university experience and success adjusting to university. Results for Carleton are presented along with a comparison with similar universities. CUSC uses three institutional groupings that are based on the type of programs offered, as well as the size of the student population. Group 1 includes universities which have primarily undergraduate programs and they tend to be relatively small. Group 2 institutions are more comprehensive, offering undergraduate and graduate programs, and have a medium-sized student population. The largest institutions that participated in CUSC tend to be in Group 3: they also offer a wide range of programs, including professional programs. For the purpose of this report, **the aggregate of Groups 2 and 3, excluding Carleton, will be used as the comparison group**². Any differences noted in the text of this report are deemed to be statistically significant, unless otherwise noted³.

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

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

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

In order to get a sense of how Carleton is doing over time, the 2010 results have been compared to the results from the 2007 survey throughout this report (the last year that a first-year student survey was done). Again, only differences that are statistically significant will be discussed in the text. Please note that totals may not add up to 100 since proportions are rounded. More detailed results for some of the information included in graphs and discussions can be found in **Appendix C**.

Profile of Carleton Respondents

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

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

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

The first-year students who responded at Carleton and those at comparable institutions reported similar proportion, on average, of holding a student visa. As well, similar proportions self-identified as visible minority⁴, Aboriginal, and/or having a disability.

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

Table 1: Proportional Profile of Respondents				
	Carleton (n=910)	Group 2 and 3		
		Average	Low	High
Female	61%	65%	57%	76%
18 years of age or younger	84%	76%	8%	95%
Studying in Canada on a Student Visa	11%	8%	1%	22%
Visible minority	34%	33%	8%	72%
Aboriginal	2%	3%	1%	8%
Students with a disability	7%	6%	2%	10%
Living in rental accommodations	10%	14%	4%	31%
Living with parents	35%	53%	16%	79%
Living in on-campus housing	53%	31%	5%	78%
Came from a community of 300,000+	41%	37%	7%	64%
Students who work while studying	29%	38%	16%	63%
Average number of hours worked per week (all respondents who worked)	13	13	10	16
Median grade (self-reported) so far at university	B+	B+	B	B+
Median grade (self-reported) High School	A-	A-	A-	A or A+

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

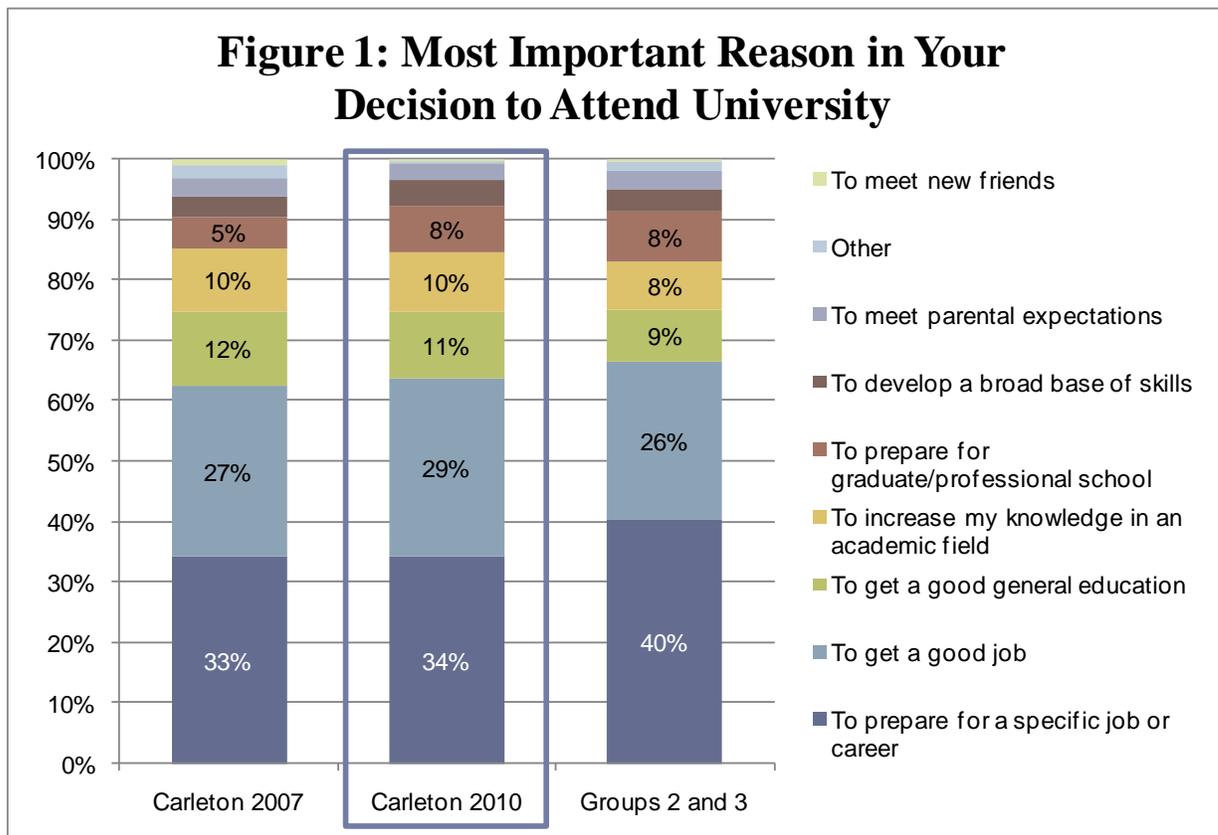
Carleton University first-year respondents were less likely to be working while studying, but those with employment worked the same number of hours, on average.

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

Deciding to Attend University

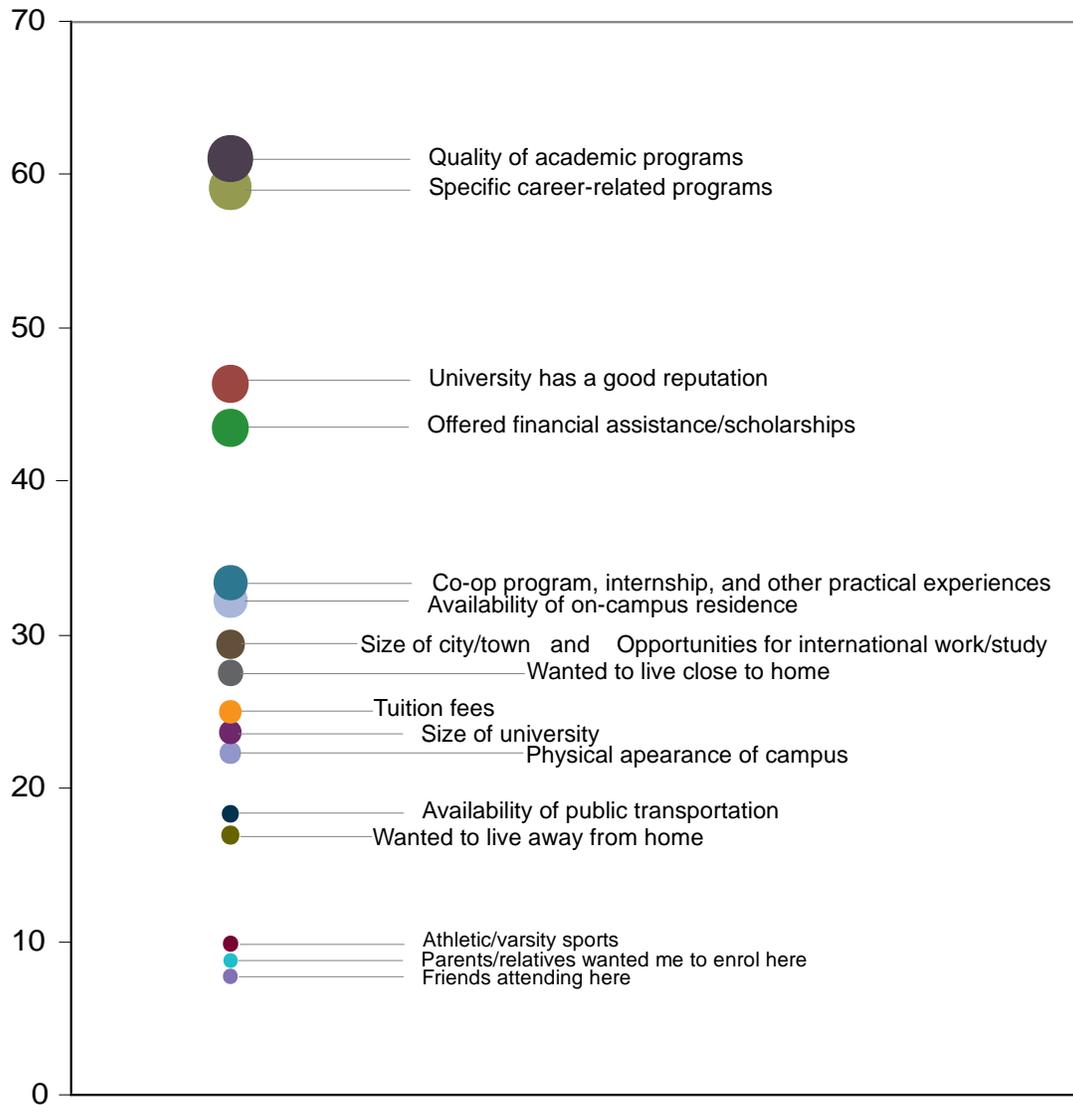
Presumably, potential students have a myriad of reasons for considering university, as opposed to considering other options such as college, or postponing (or foregoing) post-secondary education and working instead. In an attempt to draw out themes amongst those who have chosen to attend university,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

For 63 percent of Carleton respondents, the top reason for deciding to attend university involved future employment (**Figure 1**). Specifically, the most often cited reason was to prepare for a specific job or career, followed by getting a ‘good job’. Carleton respondents were less likely than the comparison group to select ‘a specific job or career’, but were more likely to select ‘to get a good job’ and ‘to get a good general education’. It should be noted that program mix across universities can vary considerably, and that presumably reasons for attending university may vary with the program mix. This analysis does not try to separate that influence on results. Carleton’s results in 2010 were similar to those in 2007.



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

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



Between 2007 and 2010, the importance changed for a number of the reasons given for choosing Carleton (**Table 2**). The only item that was statistically significantly less important in 2010 was that the university offered financial assistance/scholarships⁵. The other factors increased in importance.

⁵ Between 2006/07 and 2009/10 there was an increase in university-based scholarships and bursaries for new first year students (from \$5.64 million to \$6.65 million). The proportion receiving funding decreased from 70% to 67%.

Table 2: Differences in Reasons for Deciding to Attend Carleton % of Respondents Choosing Very Important		
	Carleton 2007	Carleton 2010
University has a good reputation	33	47
Offered financial assistance/scholarships	48	42
Co-op program, internship, and other practical experiences	22	35
Opportunities for international work/study abroad	21	29
Size of the University	17	23

When asked which was the single most important reason in their decision to attend their chosen university, the top six factors encompassed around 80 percent of Carleton responses in 2010 (**Table 3**). Compared to the aggregate results for Groups 2 and 3, Carleton respondents were more likely to cite: Specific career-related programs, offers of financial assistance/scholarships, and wanted to live away from home. On the other hand, Carleton respondents were less likely to cite: Wanting to live close to home and university's good reputation.

The most important reasons in 2010 are comparable to those in 2007, except for the offer of financial assistance/scholarships, which decreased from 17 percent in 2007 to 10 percent in 2010.

Table 3: Most Important Reason in Your Decision to Attend <i>This</i> University % of Respondents			
	Carleton 2010	Groups 2 and 3	Carleton 2007
Specific career-related programs	25	20	26
Quality of academic programs	16	18	15
Wanted to live close to home	14	22	11
Offered financial assistance/scholarships	10	5	17
Wanted to live away from home	7	4	7
University has a good reputation	6	10	4

Factors Influencing Decision to Choose Carleton

Respondents were asked if they recalled seeing, hearing or reading any advertisements about their university, and if so, they were asked to indicate which ones they recalled (**Table 4**). Less than four out of ten Carleton respondents recalled being aware of advertisements about Carleton – a smaller proportion than the average for groups 2 and 3. Please note that the columns in table 3 may add up to more than 100 percent since students could indicate having seen multiple advertisement media.

Results across time are difficult to compare since the question's options changed between 2007 and 2010.

Table 4: Institutional Advertising that Respondents Recalled (% of Respondents)		
	Carleton 2010	Groups 2 and 3
None	63	49
Yes, online advertising	20	24
Yes, billboard	13	23
Yes, newspaper ad	8	18
Yes, radio ad	6	8
Yes, TV ad	3	8
Yes, other	4	7

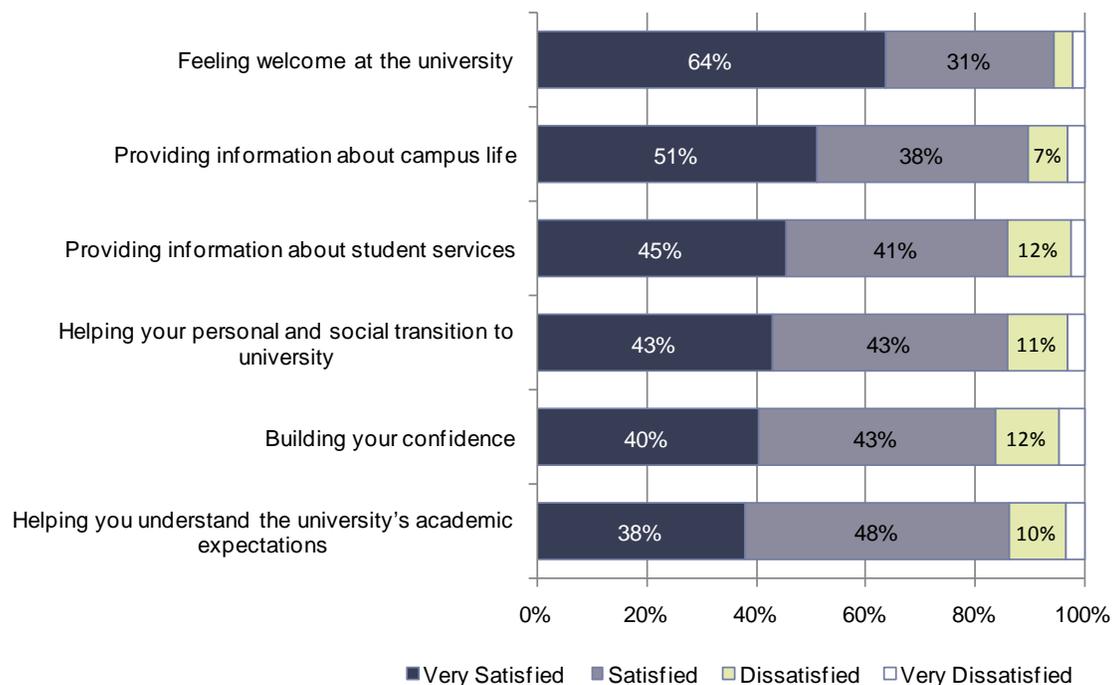
Respondents were asked to rate how important certain factors were in their decision to attend their university on a scale of not important, somewhat important, and very important, and then to pick the most important factor. The most important factors are listed in **Table 5**, along with those of Groups 2 and 3, and Carleton in 2007, where applicable (items with a dashed line in the 2007 column were not listed in that survey year). It should be noted that the decrease of some of the historically most often chosen items can likely be explained by the addition of two new factors ‘word of mouth’ and ‘advice from high school counsellors or teachers’.

Table 5: Most Important Factor in Your Decision to Attend University % of Respondents			
	Carleton 2010	Groups 2 and 3	Carleton 2007
Campus visit / open house	22	17	30
View books, brochures or pamphlets	14	10	20
Word of mouth	12	17	-
University web site	11	12	17
Visit by a university representative to my high school or CEGEP	11	8	12
Advice from high school counsellors or teachers	9	14	-
Contact from students of the university	5	6	5
Calls from faculty/staff of the university	4	4	4
Recruitment fairs	3	2	4
Meeting with university recruitment/admissions staff on the campus	3	3	3
Maclean’s university rankings	3	4	3
The Globe and Mail’s University Report Card	<1	<1	<1

Orientation

Two thirds of Carleton respondents participated in orientation⁶ (66%), which is a similar proportion to the aggregate of Groups 2 and 3, as well as to Carleton's respondents in 2007. Respondents were asked to rate their satisfaction with various aspects of orientation (**Figure 3**). Overall, satisfaction levels with orientation are high for those who participated in events.

Figure 3: Satisfaction with Orientation
% of Carleton Respondents



Satisfaction levels with Orientation were higher amongst Carleton respondents, compared to the average for group 2 and 3 institutions, for all but one item (providing information about student services). Specifically, Carleton respondents were more likely to report being 'very satisfied' on the following:

- Feeling welcome at the university (64% at Carleton vs. 57% for Groups 2 and 3)
- Providing information about campus life (51% vs. 43%)
- Helping your personal and social transition to university (43% vs. 35%)
- Building your confidence (40% vs. 32%)
- Helping you understand the university's academic expectations (38% vs. 32%)

Carleton respondents in 2010 were more likely than those in 2007 to be satisfied with all items.

⁶ 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

Respondents were asked how much success they had in adjusting to university in a number of areas. Carleton's 2010 survey results are shown in **Table 6**. Areas in which Carleton students were more likely than the Group 2 and 3 average to have success adjusting to university are marked with a plus (+) and areas where Carleton students were less likely to report success are marked with a minus (-).

Table 6: Success in Adjusting to University					
% of 2010 Carleton Respondents					
	None	Very little	Some	Very much	N/A
Finding my way around the campus (+)	0	1	21	78	1
Choosing a program of studies to meet my objectives (+)	1	7	38	55	1
Making new friends with other students (+)	2	12	34	52	1
Understanding content and information presented in courses	0	4	46	50	0
New living arrangements	11	10	32	47	24
Feeling as if I belong at university (+)	4	12	38	46	1
Using the library	3	16	38	42	5
Performing adequately in written assignments	1	6	51	42	2
Performing adequately in courses requiring mathematical skills	7	13	40	40	40
Meeting academic demands	1	7	53	39	0
Finding help with questions or problems (+)	3	12	47	38	4
Organizing my time to complete academic work (-)	2	19	50	29	1
Finding suitable and affordable housing	10	16	47	27	32
Getting academic advice	7	24	47	22	8
Finding useful information and resources on careers and occupations	10	24	47	19	13
Becoming involved in campus activities	13	36	34	18	5

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

- Finding my way around the campus (78% at Carleton choosing 'very much' vs. 73% in Group 2/3)
- Choosing a program of studies to meet my objectives (55% vs. 50%)
- Making new friends with other students (52% vs. 45%)
- Feeling as if I belong at university (46% vs. 40%)
- Finding help with questions or problems (38% vs. 33%)

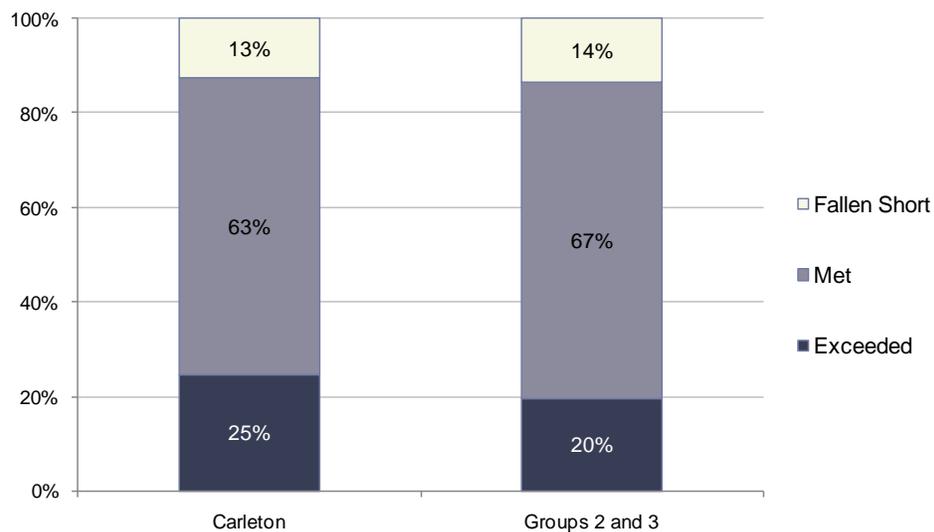
Carleton respondents were less likely than Group 2/3 to have success with only one aspect: organizing their time to complete academic work. At Carleton, 29 percent answered ‘very much’ while in Group 2/3 this proportion was 32 percent.

When comparing results to 2007, Carleton respondents had more success becoming involved in campus activities (18% in 2010 reporting very much success vs. 12% in 2007), using the library (42% in 2010 reporting very much success vs. 36% in 2007), and finding help with questions or problems (38% in 2010 reporting very much success vs. 30% in 2007). Students reported having less success feeling as if they belong at university (46% reporting very much success vs. 54% in 2007). For this last item, a drop was also noted for comparable institutions over time (40% in 2010 reported very much success in feeling as if they belong at university, while 44% had reported very much success in 2007).

Satisfaction with University Experience

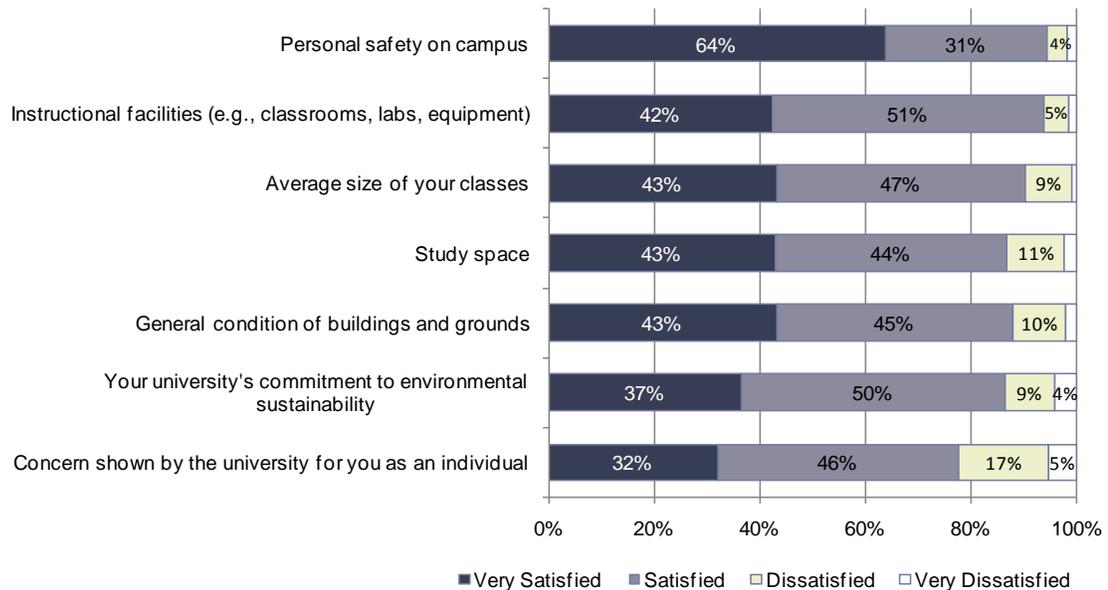
A new question was added to the first-year CUSC survey in 2010 asking respondents if their experience at their university had met, exceeded or fallen short of their expectations. As **Figure 4** illustrates, 88 percent of Carleton respondents had their expectations either met or exceeded. Compared to Group 2 and 3 institutions, Carleton respondents were more likely to report that their experience had exceeded their expectations.

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



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

Figure 5: Satisfaction with University Experiences
% of Carleton Respondents



Where there were differences between Carleton and the average for Group 2 and 3, Carleton's respondents reported higher levels of satisfaction:

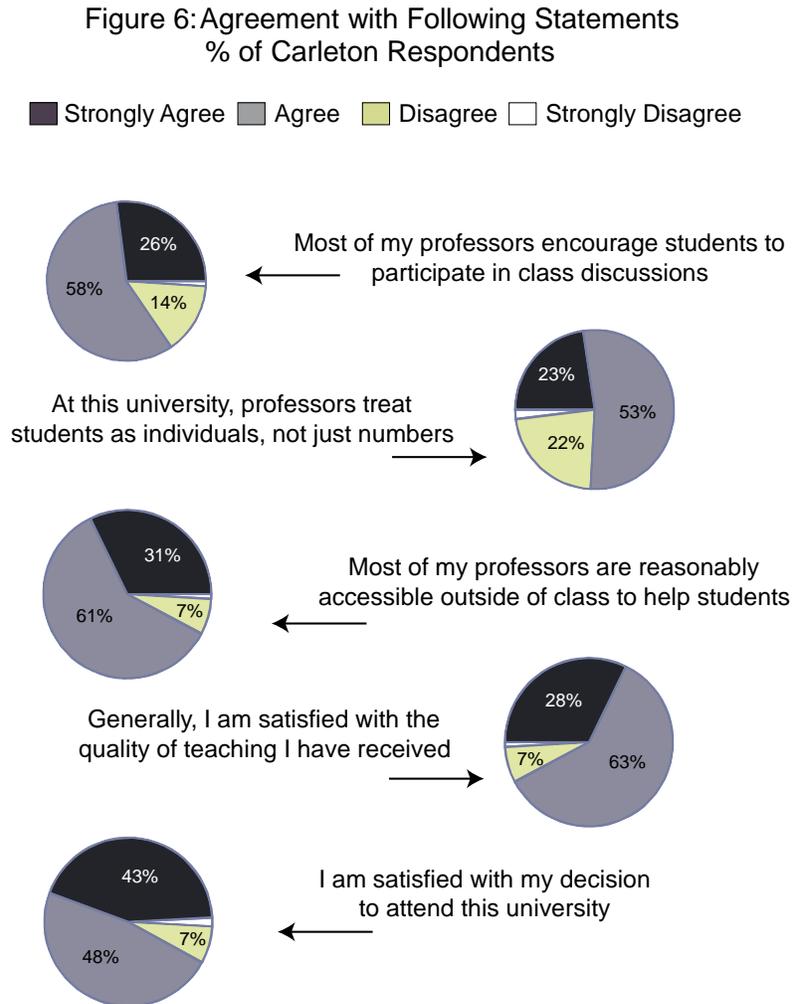
- Instructional facilities (42% at Carleton chose 'very satisfied' vs. 39% in Group 2/3)
- Average class size (43% very satisfied at CU vs. 37% in Group 2/3)
- Concern shown by the university for you as an individual (32% very satisfied at CU vs. 23%)

2010 Carleton respondents reported higher level of satisfaction for all of the items compared with 2007 respondents, with the exception of 'Your University's commitment to environmental sustainability' which was not part of the survey in 2007. Examples of improvements include:

- Personal safety on campus (64% very satisfied in 2010 vs. 45% in 2007)
- Average size of your classes (42% very satisfied in 2010 vs. 29% in 2007)
- Study Space (43% very satisfied in 2010 vs. 26% in 2007)
- Concern shown by the university for you as an individual (32% very satisfied vs. 17% in 2007)

These overall positive results are especially encouraging given that enrolment increased at Carleton between the two survey years. In the fall of 2006, Carleton had 4,581 full-time first-year students, compared to 5,449 in the fall of 2009. Despite this almost 20 percent increase in enrolment, first-year respondents at Carleton were more satisfied with the average size of their classes, study space, and the concern shown by the university for them as individuals. This change is not likely due to chance, but instead to a concerted effort across campus to improve the student experience. For example, as the result of survey feedback such as in CUSC and NSSE, efforts were made to increase study space across campus over the last few years, perhaps explaining why satisfaction with study space has increased over time, even with more students on campus.

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



Carleton respondents were more likely to strongly agree (sa) than the aggregate of Groups 2 and 3 respondents on almost all items:

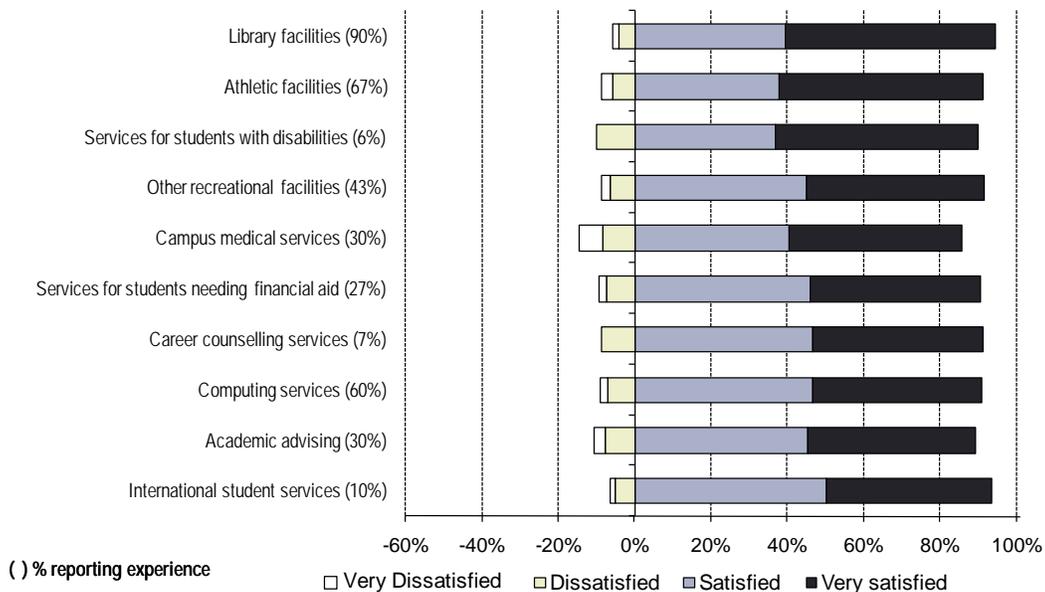
- Professors encourage students to participate in discussions (26% sa vs. 22% in Group 2/3)
- Professors treat students as individuals (23% sa vs. 19%)
- Professors are reasonably accessible outside class (31% sa vs. 24%)
- Generally satisfied with quality of teaching (28% sa vs. 23%)

2010 respondents at Carleton were more likely to strongly agree with “most of my professors encourage students to participate in class discussions” than 2007 respondents (26% vs. 21% in 2007).

Satisfaction with Student Services

A number of student services were included in the 2010 CUSC survey. The services are divided into two charts (**Figures 7A and 7B**) and are organized from those with the highest satisfaction ratings (sorted by ‘very satisfied’) to those with the lowest. The proportion of respondents rating the services can be found in parentheses in the charts. This is a factor that should be kept in mind when looking at these results, especially for the services with very high or very low usage rates amongst respondents.

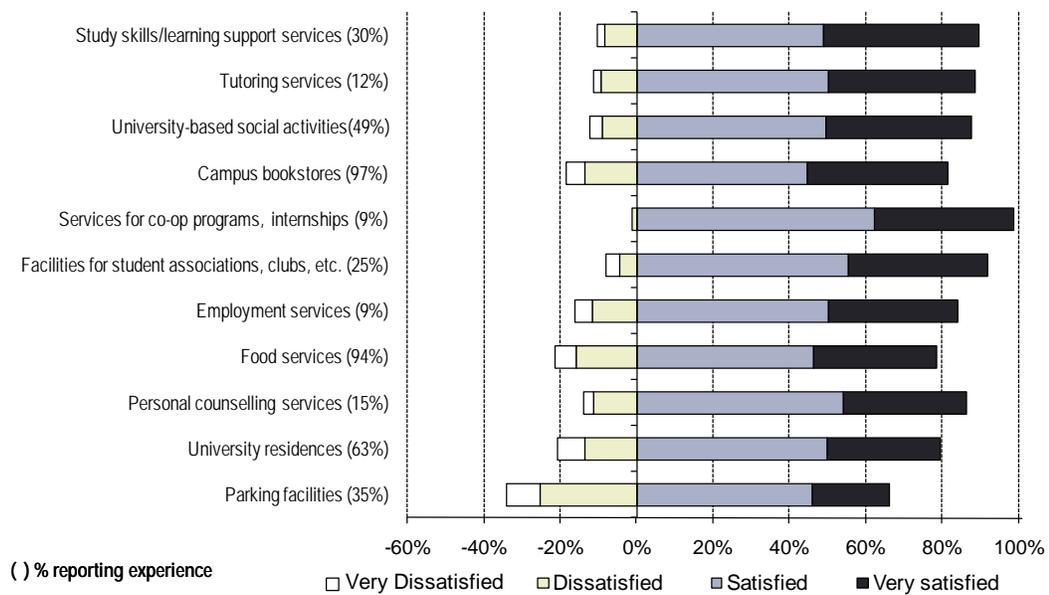
Figure 7A: Student Satisfaction Ratings (1)



In this first grouping of services, there is only one service that was given a satisfaction rating that was statistically significantly higher than that given by the aggregate of Groups 2 and 3: Services for students needing financial aid. None of the services had significantly lower satisfaction ratings than those given by the Group 2 and 3 average.

Comparing the results in this first grouping of services to those of 2007, both Library facilities and Computing services were given higher satisfaction ratings by Carleton's 2010 respondents. No service in 2010 results had lower satisfaction than in 2007.

Figure 7B: Student Satisfaction Ratings (2)



Among the second grouping of satisfaction ratings, Carleton's results were above Group 2 and 3, on average, in three areas: University-based social activities, Food services, and Parking facilities. Campus bookstore was the only service that received a statistically significantly lower rating at Carleton.

Carleton's ratings have improved significantly since 2007 in University-based social activities, and Food services.

Intentions to Return

For the first time in a CUSC survey, students were asked if they intended to return to their university to continue their studies in the 2010/11 academic year. At Carleton, 87 percent of respondents indicated that they planned to return, 3 percent indicated that they didn't plan to return, and 10 percent were unsure or undecided. This proportion is virtually identical to the average for Groups 2 and 3. It is too early to know how accurate this is of a retention prediction, although in the previous few academic years at Carleton, the one-year retention rates ranged between 86.5 percent and 87.8 percent.

Positive and Negative Aspects (Open-Ended Questions)

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

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

Category	
Social	44%
Courses/Program	21%
Instructors/TAs (Of which: Instructors only 93%, TAs only 1%, Instructors and TAs jointly 6%)	20%
Academic (General)	17%
Residence	15%
Campus (General)	
Personal Growth	12%
Orientation	8%
Student services	7%
Recreation (Sports, Gym)	5%
Food services	4%
Clubs	
Location/Ottawa	3%
Student success (advising, PASS groups)	
Class schedule/size/workload	2%
Other	8%

Nearly half of the respondents (44%) wrote in a social aspect as one of their most positive at university, making it the most popular response. This category included responses such as friends, classmates, students and peers. The second most common aspect was a specific course or program, with 21 percent.

Responses having to do with academics were divided into four categories in order to give a better understanding of what specifically a student felt was a positive aspect. These categories were courses or programs, instructors, academic (general) and class schedule/size/workload. When we group these responses into one category and recalculate, 59 percent of the respondents gave an academic aspect as one of the most positive, making it the most frequent category.

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

Table 8: Most Negative Aspects of University Experience	
Category	
Residence	21%
Instructors/TAs (Of which: Instructors only 82%, TAs only 6%, Instructors and TAs jointly 12%)	14%
Food Services	
Campus (General)	11%
Academic (General)	9%
Social	
Class schedule/size/workload	7%
Student finances	6%
Student Services	5%
Registration	
Orientation	4%
Parking	
Time management	3%
Transportation	
Bookstore	
Advisor/counseling services	
Library	2%
Grades	
Recreation (sports, gym)	
Other	13%

Responses given to this question were more diverse than the positive aspects given. The most frequent response category was residence with 21 percent, of which 19% was residence life in

general, but more specific reasons were the conditions of the buildings 16% (old furniture, bathrooms), roommates 14%, noise 11%, security/safety 9%, and cleanliness/maintenance 8%. The remaining comments were related to their residence fellows, the appearance and size of the buildings, and the residence fees. Once again, responses concerning academics were divided into four categories: instructors, academic (general), class schedule/size/workload and grades. When we recalculate these responses into one category, 31 percent of the respondents gave an academic aspect as one of the most negative, making it the most frequent category.

Conclusion and Summary of Results

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

Results in this report include:

- The main reason that Carleton respondents chose to attend university was future employment - some having a specific career in mind and some in order to get good job in general.
- Carleton respondents were more likely to cite specific career-related programs, offers of financial aid/scholarships, and wanted to live away from home, as the most important factors in having chosen to attend Carleton. Between 2007 and 2010, the only factor that decreased in importance was an offer of financial assistance/scholarship. However, a number of factors were given an increased importance between the two survey years including the University's reputation, co-op and internships, and opportunities for international work/study abroad.
- Satisfaction levels are high for the two-thirds of respondents who reported participating in Orientation. Satisfaction with all measured aspects of orientation at Carleton improved since 2007.
- In general, Carleton respondents reported high levels of success in adjusting to university, with comparatively higher levels in many areas. The one area where Carleton respondents reported lower levels of success was with organizing their time to complete academic work.
- 91 percent of first-year Carleton respondents agreed or strongly agreed with the statement 'I am satisfied with my decision to attend this university'.

- While Carleton results were similar to comparable institutions in terms of general university experiences, a number of items received higher ratings in comparison to the average of Group 2 and 3 institutions. These higher rated items include: Concern shown by the university for you as an individual, Professors treat students as individuals, and Generally, I am satisfied with the quality of teaching. None of the university experience items received statistically significantly lower ratings.
- This increased satisfaction is especially encouraging given the increased levels of enrolment at Carleton between the two survey years. In the fall of 2006, Carleton had 4,581 full-time first-year students, compared to 5,449 in the fall of 2009. Despite this almost 20 percent increase in enrolment, first-year respondents at Carleton were more satisfied with the average size of their classes, study space, and the concern shown by the university for them as individuals.
- Satisfaction ratings across many university services have shown some improvement since 2007, with any statistically different results since 2007 showing increased satisfaction. This is especially encouraging considering the increased satisfaction seen between the 2004 and 2007 surveys. For the most part, any differences between Carleton and the comparable institutions involved higher satisfaction amongst Carleton respondents. The only service that received comparably lower satisfaction ratings was the Campus bookstore.

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 all-year undergraduate students and is scheduled for February 2011.

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

PROTOCOL FOR DATA USE

CANADIAN UNIVERSITY SURVEY CONSORTIUM (CUSC)

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

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

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

Group 2

Carleton University
University of New Brunswick (Fredericton Campus)
Regina University
Ryerson University
Simon Fraser University
University of Victoria
University of Waterloo
Wilfred Laurier University
University of Windsor

Group 3

University of Alberta
University of Calgary
Dalhousie University
University of Manitoba
McGill University
Memorial University
Université de Montréal
University of Ottawa
University of Saskatchewan
York University

Table A1: How Important Were the Following Factors in Deciding to Attend University? (Carleton 2010)			
	Not Important	Somewhat Important	Very Important
To get a good job	1	13	85
To get a good general education	1	19	80
To increase my knowledge in an academic field	3	25	73
To prepare for a specific job or career	3	25	71
To develop a broad base of skills	3	34	62
To prepare for graduate/professional school	18	35	47
To meet parental expectations	27	41	32
To meet new friends	24	48	28

Table A2: How important were the following reasons in your choosing this university? (Carleton 2010)			
	Not Important	Somewhat Important	Very Important
Quality of academic programs	4	35	61
Specific career-related program	8	32	60
University has a good reputation	8	45	47
Offered financial assistance / scholarships	23	35	42
Co-op program	34	32	35
Availability of on-campus residence	44	24	31
Opportunities for international work/study abroad	36	35	29
Size of city / town	30	42	28
Wanted to live close to home	52	21	27
Tuition fees	22	53	25
Size of university	30	47	23
Availability of public transportation	42	39	19
Wanted to live away from home	56	27	17
Parents/relatives wanted me to enrol here	68	23	9
Friends attending here	66	26	8

Table A3: How satisfied are you with each of the following services at this university? (Carleton 2010)				
	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Library facilities	1	4	39	55
Athletic facilities	3	6	38	53
Services for students with disabilities	0	10	37	53
Other recreational facilities	2	7	45	47
Career counselling services	0	9	46	45
Services for students needing financial aid	2	8	46	45
Campus medical services	6	9	40	45
Computer facilities	2	7	46	44
Academic advising	3	8	45	44
International students services	1	5	50	43
Study skills/learning support services	2	8	49	41
Tutoring services	2	9	50	39
University-based social activities	3	9	49	38
Co-op program	0	1	62	37
Facilities for students associations, clubs, etc	4	5	55	37
Campus bookstores	5	14	44	37
Employment services	4	12	50	34
Personal counselling services	3	11	54	32
Food services	5	16	46	32
University residence	7	14	50	29
Parking facilities	9	25	46	20