

**2014 Canadian University
Survey Consortium (CUSC):
Middle-Year Undergraduate Students**

Prepared by the Office of Institutional Research and Planning

November 2014 (Last revised February 2016)

Introduction

Carleton University regularly participates in a number of surveys in order to better understand its students' characteristics, needs and perceptions. In January 2014, Carleton was one of 28 institutions that participated in an undergraduate survey co-ordinated by the Canadian University Survey Consortium (CUSC)¹. This was Carleton's 16th 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: middle-year undergraduates, graduating students or first-year students. In 2014, the sample consisted of middle-year undergraduate students.

2014 marked the first time that CUSC had offered a middle-year undergraduate survey which was a replacement to the all-year undergraduate survey which Carleton had participated in the past. As a result, comparisons over time are not available.

Methodology

An invitation to complete this online survey was e-mailed to a census of 9,922 Carleton students who were middle-year undergraduates (2nd year undergraduate students and 3rd year students in 4 year programs). 3,896 Carleton students responded to the survey, resulting in a 39.3 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**

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

2 and 3, excluding Carleton, will be used as the comparison group². Any differences noted in the text of this report are deemed to be statistically significant, unless otherwise noted³.

Profile of Carleton Respondents

A profile of Carleton students who responded to the 2014 CUSC survey is presented in **Table 1**. The profile of respondents at comparable institutions (Group 2 and 3) can also be found in this table. To give a more representative idea of how the profile of students is fairly diverse amongst institutions, we've included the range (lowest and highest proportions) of results across the Group 2 and 3 universities.

Fifty-four percent of respondents from Carleton were female. This is a similar proportion to those in the actual survey sample (53%) and to the Group 2 and 3 comparison group at 54%.

Sixty-eight percent of Carleton respondents were age 20 or less at the start of 2014, which was more than the average of the comparison group at 56%. This may be partly explained by the fact that Carleton offers a number of three year programs and so has a higher proportion of second year students as compared to the peer group (55% of Carleton respondents were in their second year compared to 49% for the peer group).

Carleton respondents were more likely than the average of Groups 2 and 3 to self-report as having a disability (both including disabilities in general and only disabilities which required accommodations for learning). The students who responded at Carleton were less likely to report being international students, as a visible minority and Aboriginal.

At Carleton, six percent of respondents reported living in on-campus housing, less than the average of respondents at comparable institutions. Carleton respondents were more likely than respondents on average in Group 2 and 3 to be living in rental accommodations and with parents or guardians.

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.

Carleton University respondents were more likely to be working while studying, as well those with employment worked a slightly larger number of hours, on average.

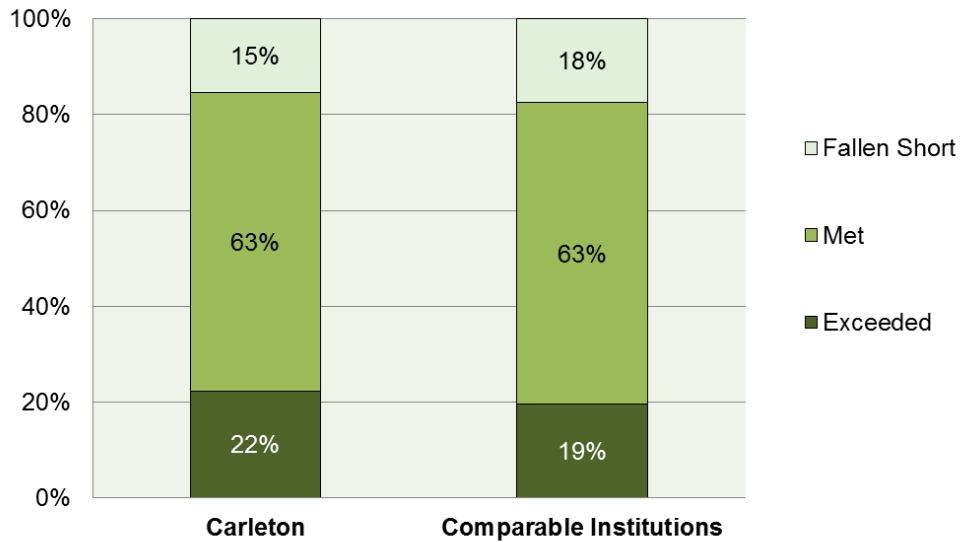
Table 1: Proportional Profile of Respondents				
	Carleton (n=3896)	Group 2 and 3		
		Average	Low	High
Female	54%	54%	32%	73%
20 years of age or younger	68%	56%	41%	83%
International Student	9%	11%	4%	19%
Visible minority	39%	42%	13%	72%
Aboriginal	3%	4%	1%	11%
Students with a disability ⁴	19%	15%	9%	21%
Students with a disability requiring accommodation	9%	5%	1%	9%
Living in rental accommodations	55%	48%	31%	74%
Living with parents	35%	32%	20%	59%
Living in on-campus housing	6%	14%	2%	24%
Students who work while studying	47%	45%	38%	59%
Average number of hours worked per week (all respondents who worked)	16	14	10	20

Overall Satisfaction with University Experience

Respondents were asked about their overall experience at their university and how it has compared to their expectations. As **Figure 1** illustrates, 85 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.

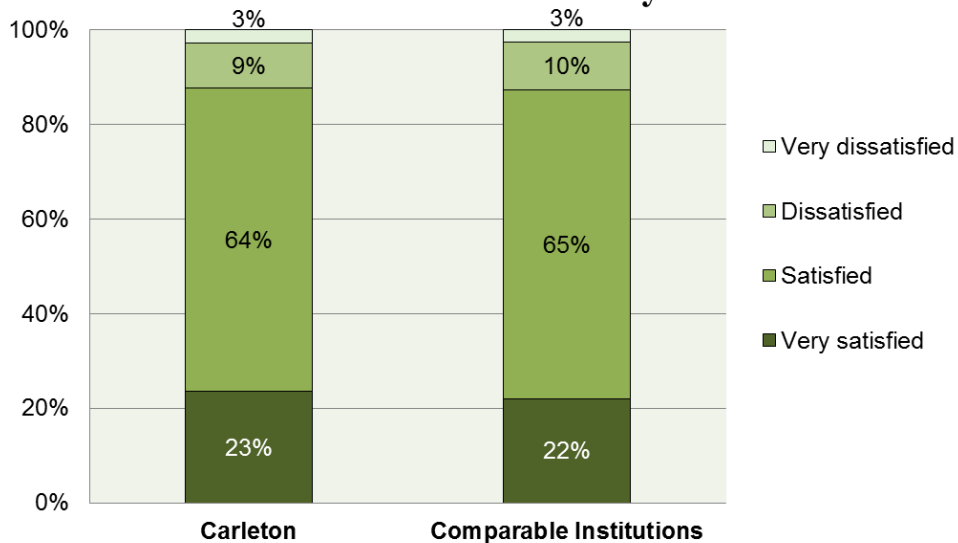
⁴ The disability question in 2014 was changed to include attention deficit disorder and so the numbers may not align with previous years.

Figure 1: Has this university exceeded, met or fallen short of your expectations?



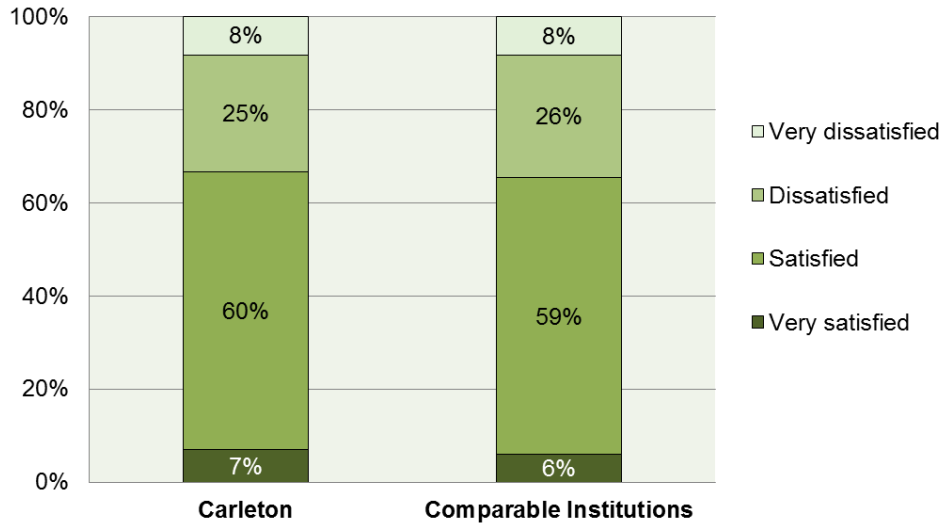
When being asked about the satisfaction level with their decision to attend the university, 88 percent of Carleton respondents reported that they were satisfied or very satisfied. The difference between Carleton and the average of Group 2 and 3 is not statistically significant (Figure 2).

Figure 2: Satisfaction with Your Decision to Attend the University



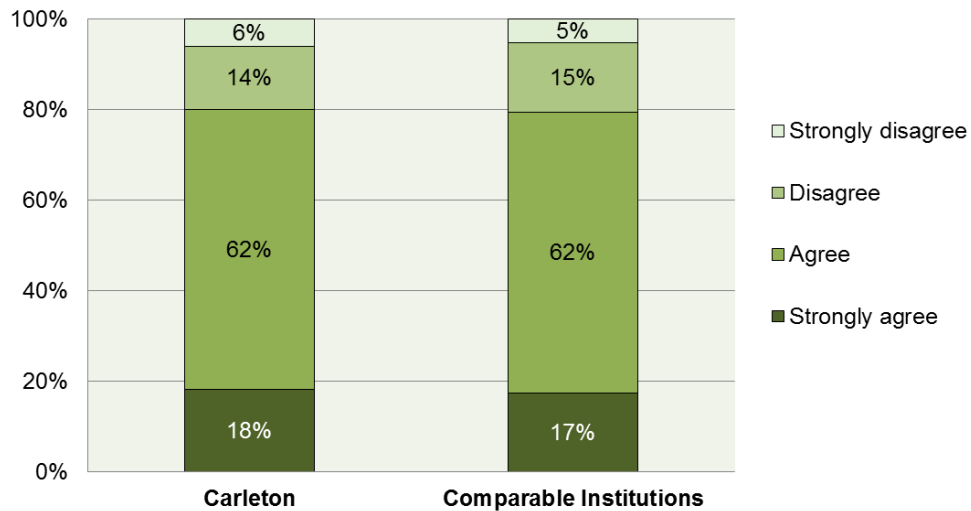
Similar satisfaction levels were also reported by Carleton and the average of Group 2 and 3 respondents on ‘concern shown by the university for you as an individual’ (Figure 3).

Figure 3: Concern Shown by the University for You as an Individual



Eighty percent of Carleton respondents agreed or strongly agreed that they felt as if they belonged at the university, similar to the average of Group 2 and 3 respondents (Figure 4).

Figure 4: I Feel as if I Belong at this University



Satisfaction with Teaching

Overall, 85% of Carleton respondents agreed or strongly agreed that they were satisfied with the quality of teaching received, which is similar to the average of Group 2 and 3 respondents. Respondents were also asked their agreement with a series of questions relating to their professors. **Figure 5** shows the results from these questions for Carleton respondents.

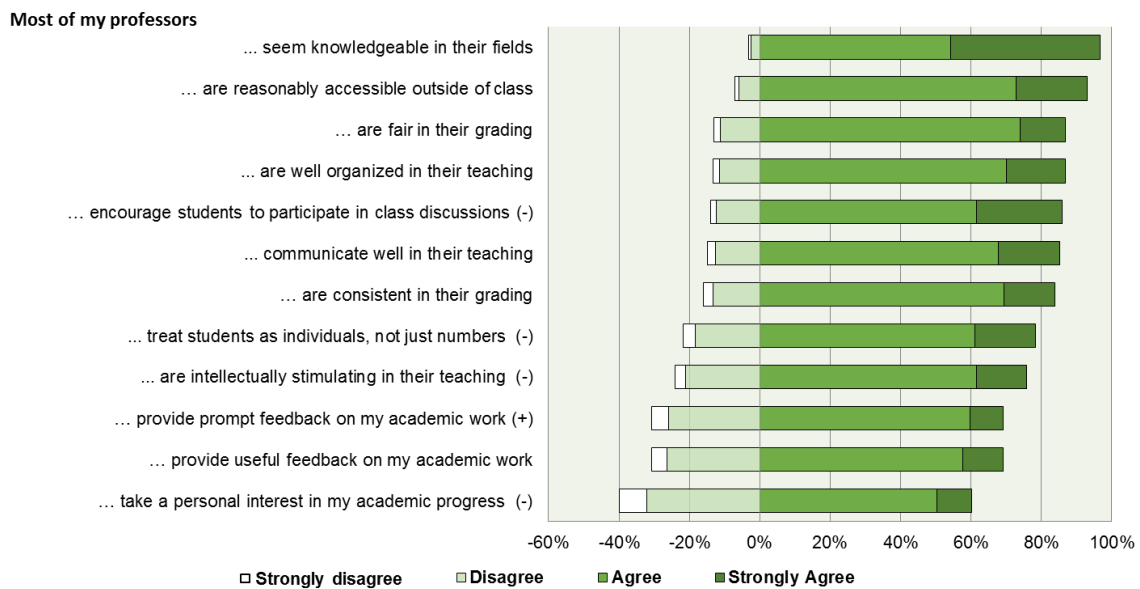
When compared to the average of Group 2 and 3 responses, Carleton respondents were less likely to agree that their professors

- Take a personal interest in students' academic progress (60% agree or strongly agree vs 67% in Groups 2 and 3)
- Treat students as individuals, not just numbers (78% vs 82%)
- Encourage students to participate in class discussions (86% vs 90%)
- Are intellectually stimulating in their teaching (76% vs 79%)

And more likely to agree that their professors

- Provide prompt feedback on their academic work (69% vs 66%)

Figure 5: Perceptions of the Professors



Please see **Appendix C** for a more detailed look at differences between Carleton and an aggregate of similar institutions for this set of questions.

Satisfaction with Services

When compared to the average of Group 2 and 3 responses, Carleton respondents were less satisfied with the following services:

- Employment services (75% satisfied or very satisfied vs 81% in Group 2 and 3)
- Career counselling (77% vs 84%)
- University bookstores: physical stores (81% vs 86%)
- University bookstores: online inventory check, ordering, etc. (84% vs 89%)
- Co-op offices and supports (70% vs 83%)

And were more satisfied with the following services:

- Services for students with disabilities (95% vs 86%)
- University libraries: physical books, magazines, stacks (96% vs 95%)
- Academic advising (86% vs 83%)
- Athletic facilities (93% vs 86%)
- Other recreation facilities (94% vs 91%)
- Food services (78% vs 71%)
- Parking (45% vs 37%)

Figure 6a: Student Satisfaction Ratings (1)

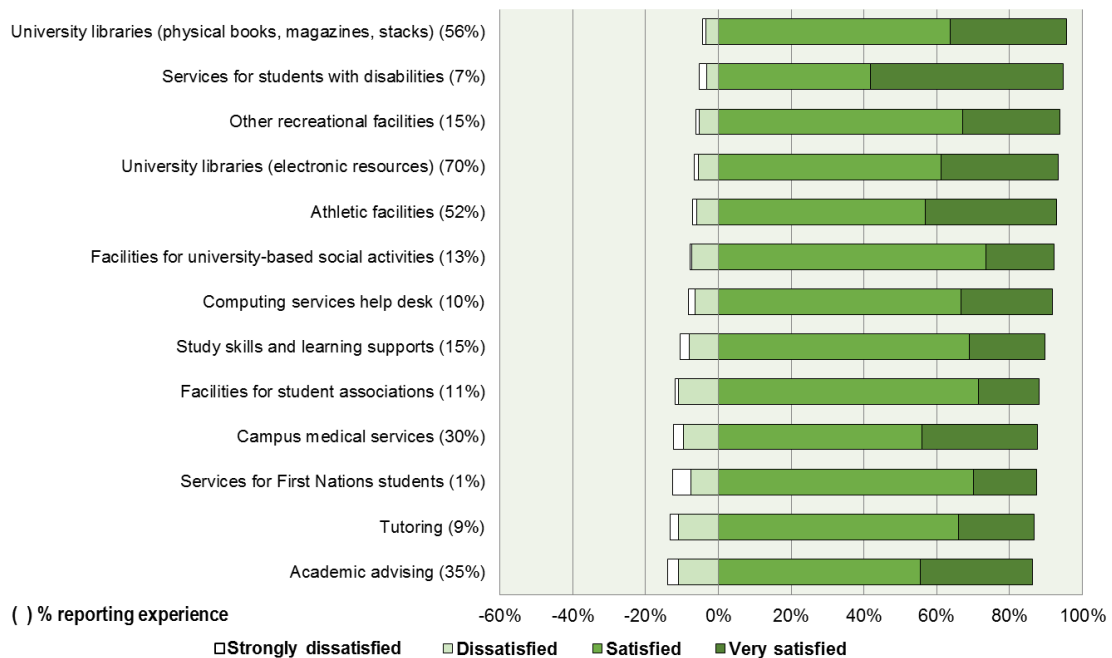
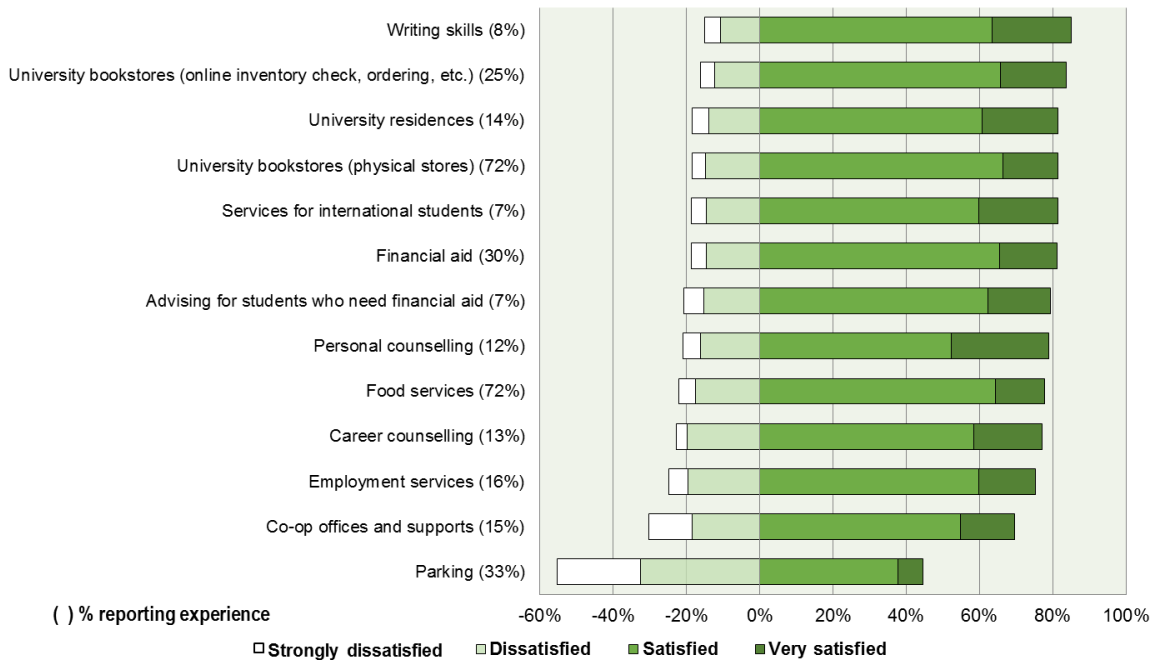


Figure 6b: Student Satisfaction Ratings (2)



Please see **Appendix D** for a more detailed summary of results, and a comparison with similar institutions.

Commitment to Completion

The middle-year CUSC asks a series of questions that collect information on student’s commitment to completion. Compared to the respondents of Group 2 and 3, Carleton respondents were less likely to report that a university degree was worth the cost (65% agree or strongly agree vs 73% of Group 2 and 3). They were more likely to report that they planned to come back to Carleton next year (97% vs 96%) and complete their degree at Carleton (97% vs 94%), and less likely to report planning to transfer to another university (9% vs 10%) and go to college/CEGEP next year (7% vs 9%).

More specifically, Carleton respondents were less likely to agree that

- I normally go to all of my classes (87% vs 91%)
- I am willing to put a lot of effort into being successful at university (94% vs 95%)
- I have good study habits (64% vs 70%)

And more likely to agree that

- I had adequate information about my program from the university before I enrolled
(75% vs 70%)

Conclusion

Overall, Carleton respondents are generally satisfied with their education and experiences at Carleton. In general, results are similar to comparable institutions. Carleton respondents were more likely to report that their university exceeded their expectations than the average of Group 2 and 3. They were also more likely to report that they planned to come back next year and complete their degree at current university than respondents of Group 2 and 3. On the other hand, Carleton respondents reported lower satisfaction with all of the career-related services.

Comparison over time is not available since 2014 is the first time that middle-year undergraduate survey was conducted by CUSC.

The next CUSC survey (winter 2015) focuses 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 .

APPENDIX A

Please note that this report contains material copyrighted by the Canadian University Survey Consortium. In order to use the data from this report, permission is required from the Office of Institutional Research and Planning, Carleton University. Also note that according to the protocol below, no ranking or inter-university comparisons are permitted.

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.

APPENDIX B

List of Group 2 and Group 3 Institutions Participating in 2014 CUSC survey

- Athabasca University
- Canadian Mennonite University
- Carleton University
- Concordia University College of Alberta
- Dalhousie University
- MacEwan University
- McGill University
- McMaster University
- Mount Royal University
- Nipissing University
- Redeemer University College
- Simon Fraser University
- The King's University College
- Thompson Rivers University
- Trinity Western University
- Université de Moncton
- University of British Columbia (Okanagan)
- University of British Columbia (Vancouver)
- University of Lethbridge
- University of New Brunswick (Fredericton)
- University of New Brunswick (Saint John)
- University of Northern British Columbia
- University of Regina
- University of Saskatchewan
- University of the Fraser Valley
- University of Victoria
- University of Winnipeg
- Wilfrid Laurier University

APPENDIX C: Detailed Summary of Satisfaction with Teaching

Detailed 2014 results for Carleton, and statistically significant differences found compared to the average of comparable institutions		
	Carleton	Comparable Institutions
Most of my professors are reasonably accessible outside of class		
Agree Strongly	20%	Similar
Agree	73%	
Disagree	6%	
Disagree Strongly	1%	
Most of my professors take a personal interest in my academic progress		
Agree Strongly	10%	10%
Agree	50%	57%
Disagree	32%	27%
Disagree Strongly	8%	6%
Most of my professors treat students as individuals, not just numbers		
Agree Strongly	17%	18%
Agree	61%	63%
Disagree	18%	16%
Disagree Strongly	3%	3%
Most of my professors encourage students to participate in class discussions		
Agree Strongly	24%	26%
Agree	62%	64%
Disagree	12%	9%
Disagree Strongly	2%	1%
Most of my professors are well organized in their teaching		
Agree Strongly	17%	Similar
Agree	70%	
Disagree	11%	
Disagree Strongly	2%	
Most of my professors seem knowledgeable in their fields		
Agree Strongly	42%	Similar
Agree	54%	
Disagree	2%	
Disagree Strongly	1%	
Most of my professors communicate well in their teaching		
Agree Strongly	17%	Similar
Agree	68%	
Disagree	13%	
Disagree Strongly	2%	

	Carleton	Comparable Institutions
Most of my professors are intellectually stimulating in their teaching		
Agree Strongly	14%	15%
Agree	62%	64%
Disagree	21%	19%
Disagree Strongly	3%	2%
Most of my professors provide useful feedback on my academic work		
Agree Strongly	12%	
Agree	58%	Similar
Disagree	26%	
Disagree Strongly	4%	
Most of my professors provide prompt feedback on my academic work		
Agree Strongly	10%	9%
Agree	60%	57%
Disagree	26%	28%
Disagree Strongly	5%	5%
Most of my professors are fair in their grading		
Agree Strongly	13%	
Agree	74%	Similar
Disagree	11%	
Disagree Strongly	2%	
Most of my professors are consistent in their grading		
Agree Strongly	14%	
Agree	69%	Similar
Disagree	13%	
Disagree Strongly	3%	
Most of my professors treat students the same regardless of gender		
Agree Strongly	56%	
Agree	40%	Similar
Disagree	3%	
Disagree Strongly	1%	
Most of my professors treat students the same regardless of race		
Agree Strongly	56%	
Agree	39%	Similar
Disagree	4%	
Disagree Strongly	1%	
Most of my professors look out for students' interests		
Agree Strongly	26%	28%
Agree	54%	56%
Disagree	17%	14%
Disagree Strongly	3%	2%

	Carleton	Comparable Institutions
Generally, I am satisfied with the quality of teaching I have received		
Agree Strongly	17%	
Agree	68%	Similar
Disagree	11%	
Disagree Strongly	4%	
Most teaching assistants in my academic program are helpful		
Agree Strongly	18%	18%
Agree	56%	60%
Disagree	21%	18%
Disagree Strongly	5%	4%
Most university support staff (e.g., clerks, secretaries, etc.) are helpful		
Agree Strongly	25%	
Agree	62%	Similar
Disagree	10%	
Disagree Strongly	3%	

APPENDIX D

Detailed Summary of Satisfaction with Campus Services and Facilities

** Note: number in parenthesis denotes the proportion of 2015 Carleton respondents who reported using the service or facility.

Detailed 2014 results for Carleton, and statistically significant differences found over time and compared to the average of comparable institutions		
	Carleton	Comparable Institutions
Services for First Nations students		
Very Satisfied	18%	Similar
Satisfied	70%	
Dissatisfied	8%	
Very Dissatisfied	5%	
Services for international students		
Very Satisfied	21%	Similar
Satisfied	60%	
Dissatisfied	14%	
Very Dissatisfied	4%	
Services for students with disabilities		
Very Satisfied	53%	38%
Satisfied	42%	48%
Dissatisfied	3%	9%
Very Dissatisfied	2%	5%
University libraries (physical books, magazines, stacks)		
Very Satisfied	32%	28%
Satisfied	64%	67%
Dissatisfied	3%	4%
Very Dissatisfied	1%	1%
University libraries (electronic resources)		
Very Satisfied	32%	Similar
Satisfied	61%	
Dissatisfied	5%	
Very Dissatisfied	1%	
Employment services		
Very Satisfied	15%	15%
Satisfied	60%	66%
Dissatisfied	20%	16%
Very Dissatisfied	5%	3%

	Carleton	Comparable Institutions
Career counselling		
Very Satisfied	19%	22%
Satisfied	59%	62%
Dissatisfied	20%	12%
Very Dissatisfied	3%	3%
Personal counselling		
Very Satisfied	27%	
Satisfied	52%	Similar
Dissatisfied	16%	
Very Dissatisfied	5%	
Academic advising		
Very Satisfied	31%	24%
Satisfied	56%	59%
Dissatisfied	11%	13%
Very Dissatisfied	3%	4%
Tutoring		
Very Satisfied	21%	
Satisfied	66%	Similar
Dissatisfied	11%	
Very Dissatisfied	2%	
Study skills and learning supports		
Very Satisfied	21%	
Satisfied	69%	Similar
Dissatisfied	8%	
Very Dissatisfied	2%	
Writing skills		
Very Satisfied	21%	
Satisfied	64%	Similar
Dissatisfied	11%	
Very Dissatisfied	4%	
University residences		
Very Satisfied	21%	
Satisfied	61%	Similar
Dissatisfied	14%	
Very Dissatisfied	5%	

	Carleton	Comparable Institutions
Advising for students who need financial aid		
Very Satisfied	17%	
Satisfied	62%	Similar
Dissatisfied	15%	
Very Dissatisfied	5%	
Financial aid		
Very Satisfied	16%	
Satisfied	65%	Similar
Dissatisfied	14%	
Very Dissatisfied	4%	
Athletic facilities		
Very Satisfied	36%	25%
Satisfied	57%	62%
Dissatisfied	6%	10%
Very Dissatisfied	1%	3%
Other recreational facilities		
Very Satisfied	27%	21%
Satisfied	67%	70%
Dissatisfied	5%	7%
Very Dissatisfied	1%	2%
University bookstores (physical stores)		
Very Satisfied	15%	15%
Satisfied	66%	71%
Dissatisfied	15%	11%
Very Dissatisfied	4%	3%
University bookstores (online inventory check, ordering, etc.)		
Very Satisfied	18%	18%
Satisfied	66%	71%
Dissatisfied	12%	9%
Very Dissatisfied	15%	15%
Campus medical services		
Very Satisfied	32%	
Satisfied	56%	Similar
Dissatisfied	10%	
Very Dissatisfied	3%	

	Carleton	Comparable Institutions
Co-op offices and support		
Very Satisfied	15%	24%
Satisfied	55%	60%
Dissatisfied	18%	12%
Very Dissatisfied	12%	5%
Facilities for university-based social activities		
Very Satisfied	19%	
Satisfied	74%	Similar
Dissatisfied	7%	
Very Dissatisfied	<1%	
Facilities for student associations		
Very Satisfied	17%	
Satisfied	71%	Similar
Dissatisfied	11%	
Very Dissatisfied	1%	
Computing services help desk		
Very Satisfied	25%	
Satisfied	67%	Similar
Dissatisfied	6%	
Very Dissatisfied	2%	
Food services		
Very Satisfied	13%	9%
Satisfied	64%	62%
Dissatisfied	17%	22%
Very Dissatisfied	5%	7%
Parking		
Very Satisfied	7%	4%
Satisfied	38%	32%
Dissatisfied	32%	33%
Very Dissatisfied	23%	30%