



Office of Institutional
Research and Planning
CARLETON UNIVERSITY

2016 Canadian University
Survey Consortium (CUSC)
First-Year Undergraduate
Students

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carleton.ca/oirp

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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 2016, Carleton was one of 34 institutions that participated in an undergraduate survey co-ordinated by the Canadian University Survey Consortium (CUSC)¹. This was Carleton's 18th year participating in a CUSC survey.

CUSC operates on a three-year survey cycle. Each year in the cycle a sample is selected from a different group of undergraduates: first-year students, mid-year students and graduating students. In 2016, the sample consisted of first-year undergraduate students.

Methodology

An invitation to complete this online survey was e-mailed to all of the 4,069 Carleton students who were first time, first-year students. 1,548 Carleton students responded to the survey, resulting in a 38 percent response rate (comparable to Carleton's 2013 response rate of 45 percent).

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

In order to get a sense of how Carleton is doing over time, the 2016 results have been compared to the results from the 2013 survey throughout this report (the last year that the first-year CUSC

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

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

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

student survey was done). Again, only differences that are statistically significant will be discussed in the text.

Please note that totals may not add up to 100 since proportions are rounded. More detailed results for some of the information included in graphs and discussions can be found in **Appendix C**.

Profile of Carleton Respondents

A profile of Carleton students who responded to the 2016 CUSC survey is presented in **Table 1**. The profile of respondents at comparable institutions (Groups 2 and 3) can also be found in this table. To give a more representative idea of how the profile of students is fairly diverse amongst institutions, we've included the range (lowest and highest proportions) of results across the Groups 2 and 3 universities.

Table 1: Proportional Profile of Respondents				
	Carleton (n=1,017)	Groups 2 and 3 (n=10,733)		
		Average	Low	High
Female*	59%	67%	57%	79%
18 years of age or younger*,**	87%	83%	73%	93%
International Student*	11%	7%	0%	28%
Visible minority*	39%	32%	6%	69%
Aboriginal	3%	3%	1%	10%
Students with a disability that requires accommodation for learning*	10%	6%	4%	11%
Living in rental accommodations*	11%	17%	7%	69%
Living with parents*	37%	41%	12%	82%
Living in on-campus housing*	50%	40%	7%	75%
Students who work while studying*	27%	34%	17%	49%
Average number of hours worked per week (all respondents who worked)	13	14	10	16
Median grade (self-reported) so far at university	B	B	B	B

* denotes statistically significant difference between Carleton and Groups 2 and 3 average

** average/low/high for Ontario Groups 2 and 3

Fifty-nine percent of respondents from Carleton were female. This is a higher proportion than at Carleton in general (46%), but still represents a lower proportion of females when compared to the average of Groups 2 and 3.

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

Carleton respondents were more likely than the average of Groups 2 and 3 to be international students, self-report as a visible minority⁴, and/or have a disability that requires accommodation for learning. A similar proportion of respondents at Carleton and comparable institutions self-reported themselves as Aboriginal.

At Carleton, half of first-year respondents were living in on-campus housing. Carleton respondents were more likely than respondents on average in Groups 2 and 3 to be living in on-campus housing and less likely on average to be living with parents or in rental accommodations.

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

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

Results

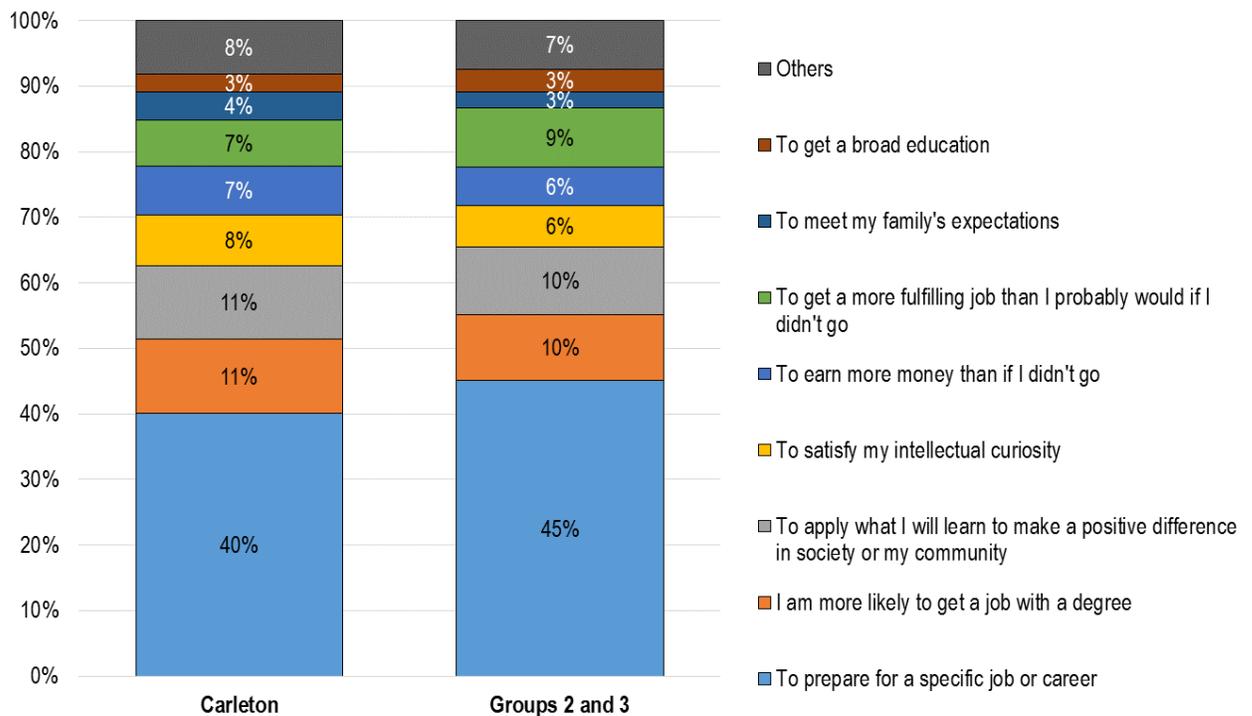
Decision to Attend University

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

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.

For 66 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 being more likely to get a job. Carleton respondents were less likely than the comparison group to select ‘to prepare for a specific job or career’ and ‘to get a more fulfilling job’. They were more likely to select ‘to satisfy my intellectual curiosity’, ‘to earn more money than if I did not go’ and ‘to meet family expectations’. 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. Comparison over time is not available since the list of choices has changed since 2013 CUSC.

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

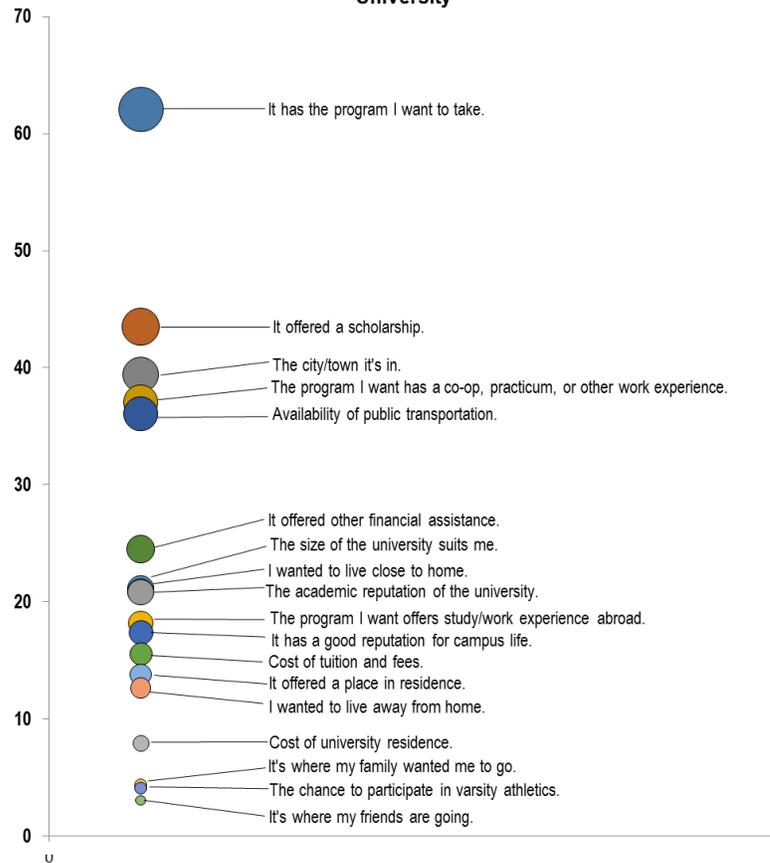


'Others' include learning new things is exciting, to explore whether university is right for me, the satisfaction of doing challenging academic work, to meet new people, I didn't have anything better to do, the chance to participate in varsity athletics, most of my friends are going, and other reason.

Decision to Choose Carleton

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

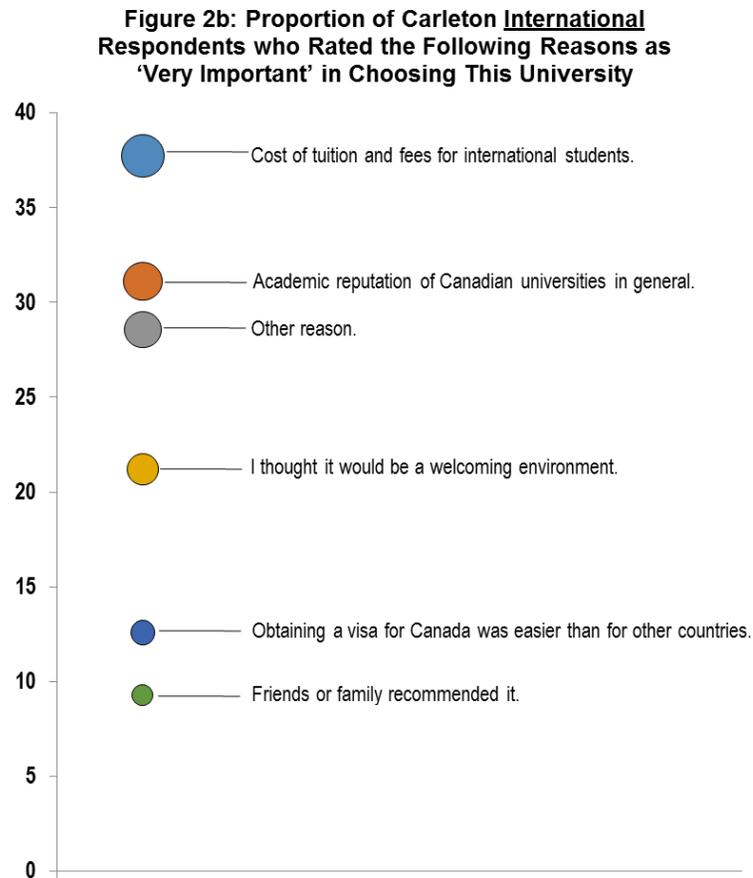
Figure 2a: Proportion of Carleton Domestic Respondents who Rated the Following Reasons as 'Very Important' in Choosing This University



When asked about the single most important reason in their decision to attend their chosen university, the top seven factors encompassed 84 percent of Carleton domestic responses (**Table 2**). Compared to the aggregate results for Groups 2 and 3, Carleton respondents were more likely to cite: programs they want to take, offers of scholarship and wanting to live away from home. On the other hand, they were less likely to cite: wanting to live close to home.

Table 2: Most Important Reason in Your Decision to Attend <i>This</i> University		
% of Domestic Respondents		
	Carleton	Groups 2 and 3
It has the program I want to take	38	32
I wanted to live close to home	13	16
The program I want has a co-op, practicum or other work experience	12	12
It offered a scholarship	6	4
I wanted to live away from home	5	4
Cost of tuition and fees	5	6
The city/town it's in	5	4

Respondents identified as international/visa students by their university were provided with a different set of reasons of choosing to attend their university. **Figure 2b** shows the reasons for international respondents at Carleton, ranked by the proportion choosing ‘very important’. Compared to their counterparts at Groups 2 and 3 institutions, international respondents at Carleton were less likely to report ‘I thought it would be a welcoming environment’ being very important (21% ‘very important’ vs. 26% in Groups 2 and 3).



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

Table 3: Factors in Your Decision to Attend <i>This</i> University		
% of Respondents		
	Carleton	Group 2 and 3
Visit to campus for an open house	23	25
The university's website	21	17
Printed university brochure, pamphlet, or viewbook	18	13
Other visit to campus	16	14
Contact with admissions staff on campus	14	11
Parents	12	15
Students attending the university	12	12
Contact with professors	10	8
High school/CEGEP counsellors or teachers	10	10
Visit by a university representative to your high school or CEGEP	8	8
Friends	7	8
Maclean's university rankings	6	7
Globe and Mail Canadian University Report	4	5
The Times Higher Education World University Rankings	4	5
QS World University Rankings	4	5
Academic Ranking of World Universities	4	4
The university's Facebook site	3	3
The university's other social media sites	3	3
Contact with university athletic coaches	2	3

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

- The university's Facebook site (12% at Carleton choosing 'very important' and 'somewhat important' vs. 14% in Groups 2 and 3)
- High school/CEGEP counsellors or teachers (31% vs. 35%)
- Students attending the university (40% vs. 45%)
- Friends (28% vs. 34%)
- Parents (41% vs. 47%)

And they were more likely to report importance in:

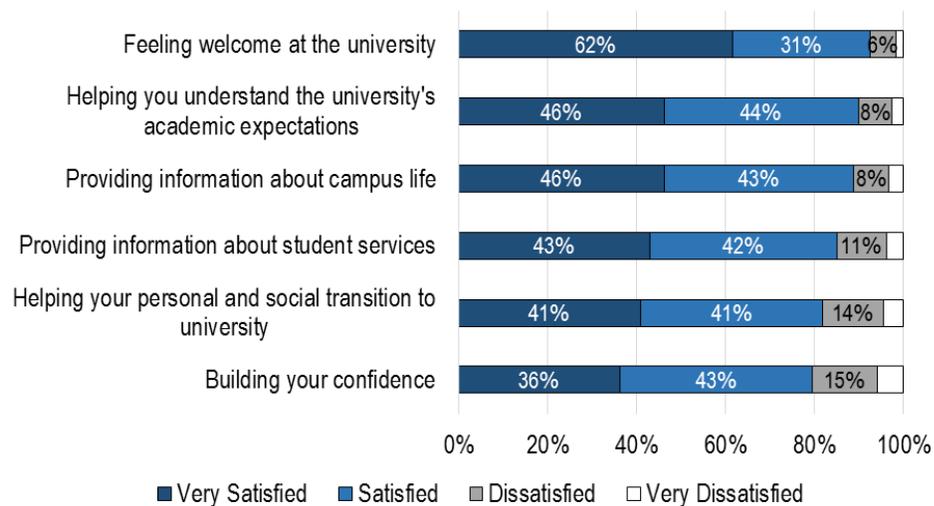
- The university's website (54% vs. 50%)
- Printed university brochure, pamphlet, or viewbook (50% vs. 43%)
- Other visit to campus (43% vs 39%)
- Maclean's university rankings (28% vs. 26%)

Comparison over time is not available since the choices have changed since the 2013 survey.

Orientation

Sixty-nine percent of Carleton respondents participated in orientation⁵, which is a larger proportion than the aggregate of Groups 2 and 3 (66%), but similar to Carleton’s respondents in 2013 (71%). Respondents were asked to rate their satisfaction with various aspects of orientation (**Figure 3**). Overall, satisfaction levels with orientation are high for those who participated in events.

Figure 3: Satisfaction with Orientation
% of Carleton Respondents



Carleton respondents reported higher level of satisfaction in orientation helping them understand university’s academic expectations than their counterparts at Groups 2 and 3 (90% ‘very satisfied’ and ‘satisfied’ vs. 87% in Groups 2 and 3). 2016 Carleton respondents reported similar level of satisfaction in all aspects of orientation compared to 2013 respondents.

Adjusting to university

Respondents were asked how much success they had in adjusting to university in a number of areas. Carleton’s 2016 survey results are shown in **Table 4**. Areas in which Carleton students were more likely than the Groups 2 and 3 average to have success adjusting to university are marked with a plus (+) and areas where Carleton students were less likely to report success are marked with a minus (–).

⁵ At Carleton, Orientation involves a number of different events but it is not possible to separate out satisfaction with individual events of Orientation with this question.

Table 4: Success in Adjusting to University					
% of 2016 Carleton Respondents⁶					
	None	Very little	Some	Very much	N/A
Finding your way around campus	1%	4%	22%	73%	2%
Choosing a program of study (+)	1%	7%	30%	62%	3%
Finding information about academic integrity (plagiarism, proper citation, etc.)	2%	7%	36%	55%	6%
Using the library (+)	3%	13%	35%	48%	4%
Understanding the course material	1%	5%	50%	44%	1%
Commuting to campus (-)	7%	11%	38%	44%	23%
Dealing with new living arrangements	7%	12%	38%	43%	28%
Meeting academic demands	2%	9%	48%	41%	2%
Performing well in written assignments	2%	12%	49%	38%	3%
Finding suitable housing (-)	10%	14%	39%	37%	31%
Making friends	6%	20%	39%	35%	1%
Performing well in courses that require math	12%	15%	40%	33%	25%
Getting academic advice	6%	21%	47%	26%	8%
Managing your finances (-)	5%	24%	47%	23%	6%
Managing your time (-)	4%	25%	49%	21%	1%
Finding career information	10%	32%	41%	17%	10%
Becoming involved in campus activities	18%	35%	32%	15%	4%

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

- Choosing a program of study (62% at Carleton choosing ‘very much’ vs. 57% in Groups 2 and 3)
- Using the library (48% vs. 41%)

Carleton respondents were less likely than Groups 2 and 3 to have success with four aspects:

- Commuting to campus (44% at Carleton choosing ‘very much’ vs. 54% in Groups 2 and 3)
- Finding suitable housing (37% vs. 49%)
- Managing your finances (23% vs. 28%)
- Managing your time (21% vs. 25%)

2016 Carleton respondents were less likely to report success in becoming involved in campus activities (15% choosing ‘very much’ vs. 18% in 2013) and more likely to report success in using the

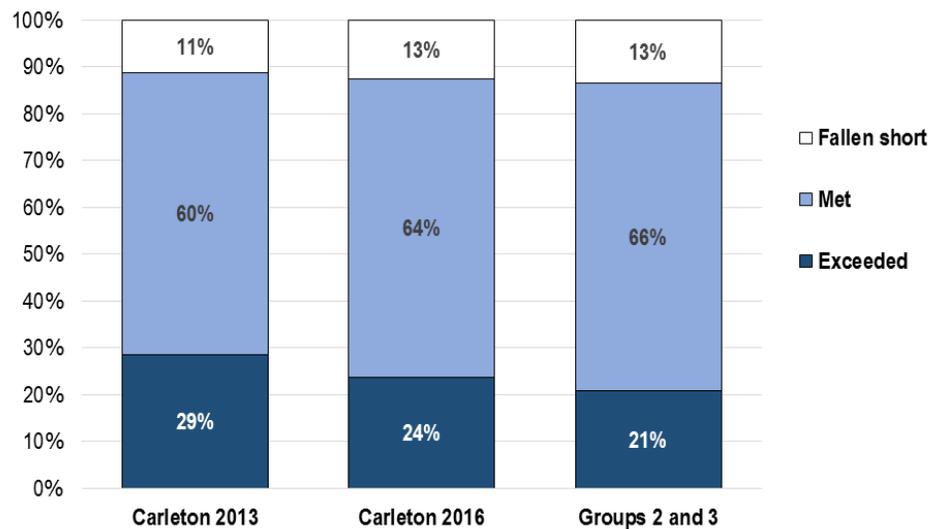
⁶ Percentages of ‘none’ through ‘very much’ are calculated by excluding respondents who selected ‘not applicable’.

library (48% vs. 29%) than those in the 2013 survey. Please note that there was major construction of the library at the time of the 2013 survey.

Overall Satisfaction with University Experience

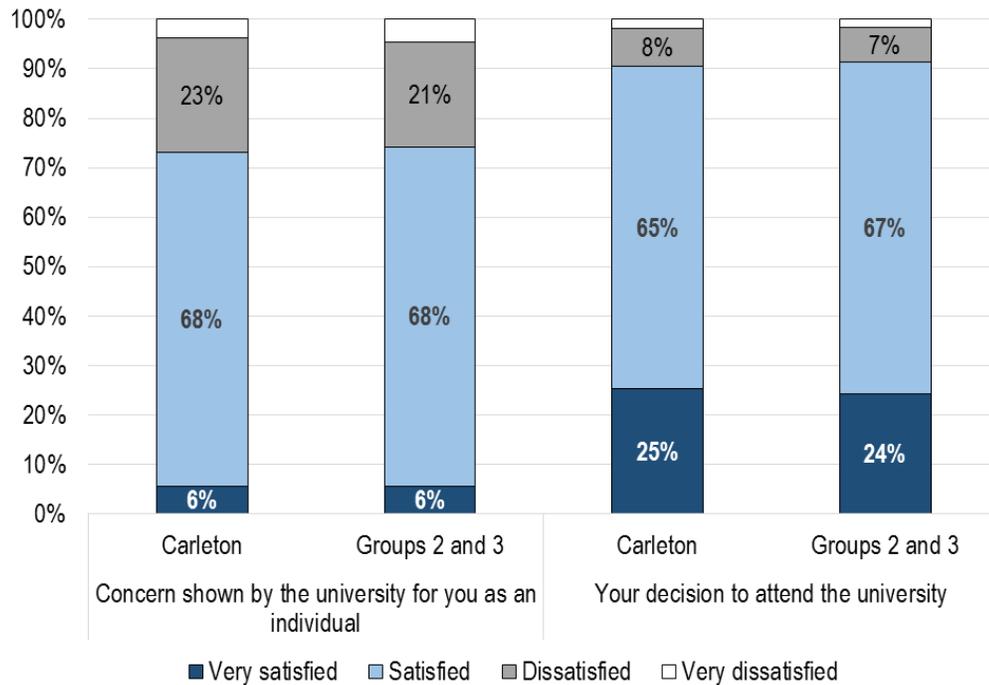
Respondents were asked about their overall experience at their university and how it has compared to their expectations. As **Figure 4** illustrates, 87 percent of Carleton respondents had their expectations either met or exceeded. Carleton respondents were comparable to those at Groups 2 and 3. When comparing 2016 and 2013 Carleton results, the proportions of respondents who reported that their university exceeded or met their expectations are similar.

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



Respondents were asked to rate how satisfied they were with concern shown by the university for them as an individual, as well as their decision to attend this university. **Figure 5** shows that overall, respondents are satisfied. The survey also asked whether students would recommend their university to others. 95% of both Carleton and Groups 2 and 3 respondents said yes.

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



Compared to 2013 respondents, 2016 Carleton respondents were less likely to be satisfied with the concern shown by the university for them as an individual (73% ‘very satisfied’ and ‘satisfied’ vs. 80% in 2013).

Satisfaction with Teaching

Eighty-eight percent of CUSC respondents strongly agreed or agreed that generally they were satisfied with the quality of teaching they had received. In addition, more specific questions about their perceptions of teaching and other academic experiences at their university were asked. **Figure 6** illustrates that respondents perceived that most of their professors at Carleton seemed knowledgeable in their fields and were reasonably accessible outside of class.

Figure 6: Perceptions of Teaching



Carleton respondents reported similar levels of agreement compared to the average of Groups 2 and 3 for all items in **Figure 6**. Due to changes made to the 2016 CUSC survey, only four questions were compared to the 2013 results. 2016 Carleton respondents were less likely to strongly agree or agree that most of their professors treated them as individuals, not just numbers. They were also less likely to be satisfied with the quality of teaching they had received (**Table 5**).

Table 5: Perceptions of Teaching		
% of 2013 and 2016 Carleton Respondents Who Agreed or Strongly Agreed that		
	2013	2016
Most of my professors encourage students to participate in class discussions	84%	84%
Most of my professors treat students as individuals, not just numbers*	78%	74%
Most of my professors are reasonably accessible outside of class	93%	91%
Generally, I am satisfied with the quality of teaching I have received*	91%	88%

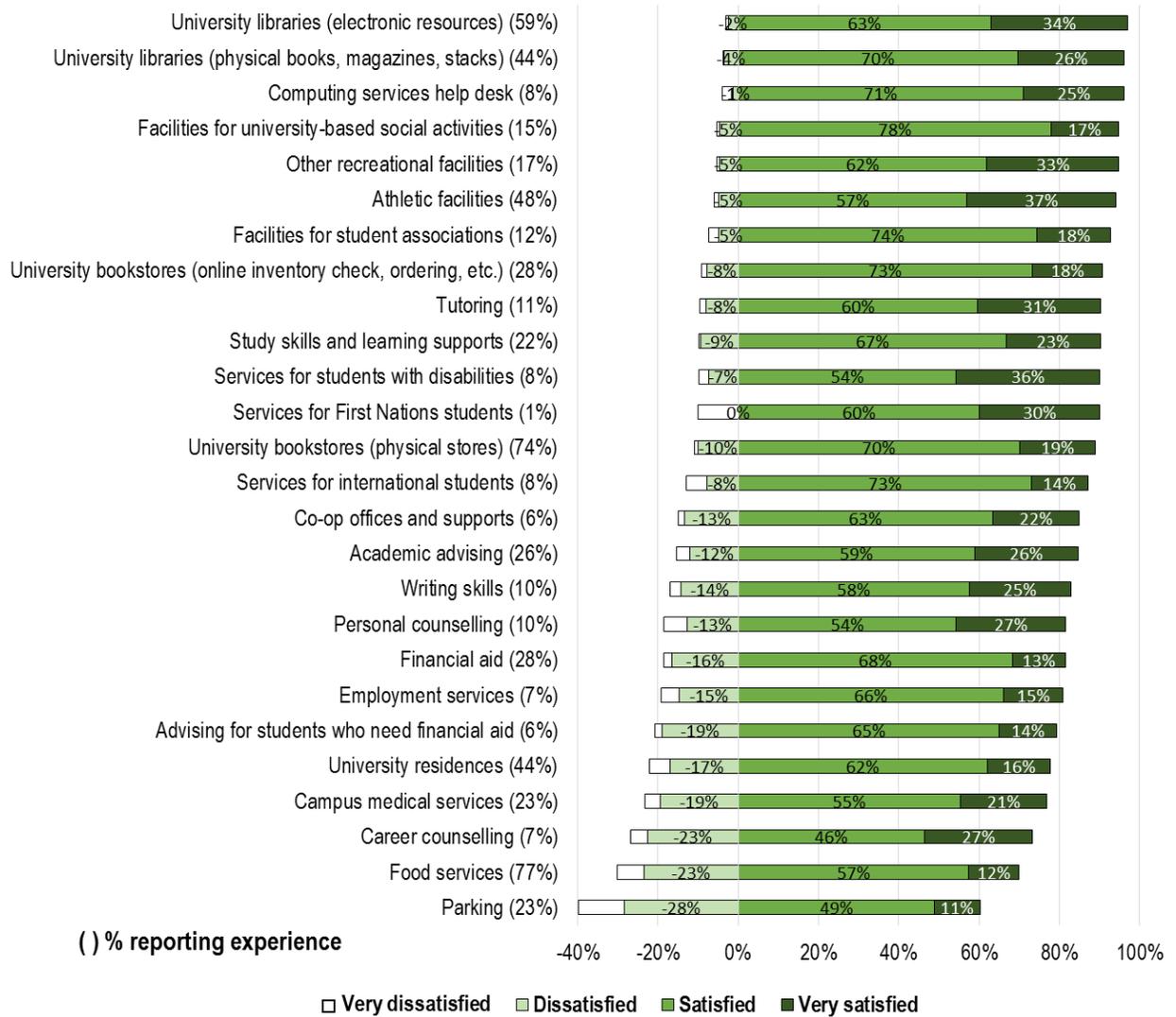
* denotes statistically significant difference between 2013 and 2016 Carleton respondents

Satisfaction with Services and Facilities

There was an opportunity on the CUSC survey for respondents to rate a number of services and facilities at the university (**Figure 8**). They were first asked if they personally used each service or facility, the proportion of users being shown in the chart in parentheses beside each item. For example, 59 percent of respondents had used the library's electronic resources. Keep in mind that the smaller the proportion of students who reported using a service or facility, the less reliable the results may be for the satisfaction rating portion of the question.

Satisfaction ratings were provided by those who had used the service or facility. The chart below is sorted in descending order based on the proportion that were satisfied or very satisfied.

Figure 8: Satisfaction with Services and Facilities



In comparison to the average satisfaction levels at similar institutions, Carleton’s respondents reported lower level of satisfaction in campus medical services (77% very satisfied or satisfied vs. 86% in Groups 2 and 3), and higher level of satisfaction in university libraries: electronic resources (97% vs. 95%).

Compared to 2013, 2016 Carleton respondents reported higher satisfaction level in athletics facilities (94% satisfied vs. 85% in 2013), and lower satisfaction level in campus medical services (77% vs. 88%) and food services (70% vs. 82%)⁷.

⁷ Cannot strictly compare 2016 to 2013 results because the scale changed. However collapsing the categories into satisfied and dissatisfied highlights three areas that saw notable changes. Interpret with caution.

Commitment to Completion

A series of questions that collect information on student's commitment to completion were added to the 2016 first-year survey. Compared to the respondents of Groups 2 and 3⁸, Carleton respondents were less likely to agree to the following statements:

- I have the financial resources to complete my program (77% at Carleton choosing 'Strongly agree' and 'Agree' vs. 80% in Groups 2 and 3)
- I have good study habits (58% vs. 64%)
- I plan to go to college/CEGEP next year (4% vs. 6%)
- A university degree is worth the cost (72% vs. 82%)

And they were more likely to agree to:

- I feel as if I belong at this university (87% vs. 85%)

Conclusion and Summary of Results

Carleton University is pleased that a large number of first-year students responded to this latest CUSC survey, though response rate dropped from 45% in 2013 to 38% in 2016. 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 job in general.
- Carleton's domestic respondents were more likely to cite specific programs, living close to home and offering of work experience to the program they wanted to take as the most important factors in having chosen to attend Carleton. 38% of international respondents at Carleton considered 'cost of tuition and fees for international students' very important when choosing to attend Carleton.

⁸ Comparison of the statement 'I plan to complete my degree at this university' was done between Carleton and the other English speaking respondents of Groups 2 and 3 due to different meanings between English and French versions of this statement.

- More than two-thirds of respondents participated in orientation at Carleton, which is higher than the average of Groups 2 and 3. Satisfaction with orientation helping understand the university's academic expectations was higher than the average of Groups 2 and 3.
- 2016 Carleton respondents reported less success compared to those in 2013 in becoming involved in campus activities and greater success in using the library. Carleton respondents reported having less success compared to Groups 2 and 3 institutions in four areas including commuting to campus, finding suitable housing, managing finances, and managing time, and greater success in choosing a program of study and using the library.
- 73 percent of first-year Carleton respondents reported that they were either very satisfied or satisfied with the concern shown by the university for them as an individual. 87 percent indicated that Carleton has met or exceeded their expectations. 90 percent were either very satisfied or satisfied with their decision to attend Carleton and 95 percent said they would recommend Carleton to others.
- 88 percent of first-year Carleton respondents strongly agreed or agreed that generally they were satisfied with the quality of teaching they had received. Satisfaction with various aspects of teaching was similar to Groups 2 and 3. Compared to the 2013 respondents, 2016 Carleton respondents were less likely to be satisfied with quality of teaching they had received, and also less likely to strongly agree or agree that most of their professors treated them as individual, not just numbers.
- Satisfaction ratings of medical services and food services dropped, while satisfaction with athletics facilities increased compared to the 2013 survey results. Satisfaction ratings of most services at Carleton were similar compared to Groups 2 and 3 in 2016 except that Carleton respondents were less satisfied with medical services and more satisfied with library's electronic resources.
- Compared to their counterparts in Groups 2 and 3, Carleton respondents were less likely to agree that they had the financial resources to complete their program, had good study habits, planned to go to college/CEGEP next year, and a university degree was worth the cost. They were more likely to agree that they felt as if they belonged at this university.

Results from this survey, along with others, will help Carleton improve the learning experience for its current and future students. The next CUSC survey will be for middle-year undergraduate students and is scheduled for February 2017.

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

APPENDIX A

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

Group 2

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

Group 3

University of Manitoba
Dalhousie University
McMaster University
Concordia University
University of Saskatchewan
McGill University
Université de Sherbrooke

APPENDIX C

Table A1: How Important Were the Following Factors in Deciding to Attend University? (Carleton 2016)				
	Not Important	Somewhat Important	Important	Very Important
To prepare for a specific job or career	2	8	32	58
I am more likely to get a job with a degree	2	8	33	57
To get a more fulfilling job than I probably would if I didn't go	3	9	35	53
To apply what I will learn to make a positive difference in society or my community	6	19	37	39
To earn more money than if I didn't go	6	20	36	38
Learning new things is exciting	4	18	44	34
To satisfy my intellectual curiosity	4	19	46	32
To get a broad education	5	18	48	29
To meet my family's expectations	14	25	32	29
The satisfaction of doing challenging academic work	12	32	37	19
To meet new people	14	31	37	18
To explore whether university is right for me	26	31	33	10
Most of my friends are going	45	28	20	7
The chance to participate in varsity athletics	64	20	11	5
I didn't have anything better to do	66	20	9	5

Table A2: How important were the following reasons in your choosing this university? (Carleton 2016 – Domestic Respondents)				
	Not Important	Somewhat Important	Important	Very Important
It has the program I want to take	4	6	28	62
It offered a scholarship	13	14	30	44
The city/town it's in	11	16	33	39
The program I want has a co-op, practicum, or other work experience	18	15	30	37
Availability of public transportation	12	16	36	36
It offered other financial assistance	27	22	27	25
The academic reputation of the university	11	27	42	21
The size of the university suits me	20	22	37	21
I wanted to live close to home	51	13	15	21
The program I want offers study/work experience abroad	30	24	27	18
It has a good reputation for campus life	22	25	36	17
Cost of tuition and fees	28	30	27	16
It offered a place in residence	51	14	21	14
I wanted to live away from home	52	18	17	13
Cost of university residence	55	22	14	8
It's where my family wanted me to go	65	20	11	4
The chance to participate in varsity athletics	74	15	8	4
It's where my friends are going	63	24	10	3
(Carleton 2016 – International Respondents)				
Cost of tuition and fees for international students	11	19	32	38
Academic reputation of Canadian universities in general	7	17	44	31
Other reason	36	29	7	29
I thought it would be a welcoming environment	15	19	46	21
Obtaining a visa for Canada was easier than for other countries	42	17	28	13
Friends or family recommended it	26	29	35	9

Table A3: Agreement with the following statements about your professors (Carleton 2016)				
	Strongly disagree	Disagree	Agree	Strongly agree
are reasonably accessible outside of class	1	8	75	16
take a personal interest in my academic progress	8	31	53	9
treat students as individuals, not just numbers	4	21	61	13
encourage students to participate in class discussions	2	14	68	17
are well organized in their teaching	2	13	72	13
seem knowledgeable in their fields	1	2	60	38
communicate well in their teaching	2	13	69	15
are intellectually stimulating in their teaching	3	19	64	14
provide useful feedback on my academic work	5	28	56	11
provide prompt feedback on my academic work	6	29	57	8
are fair in their grading	2	12	76	11
are consistent in their grading	2	13	74	11
Generally, I am satisfied with the quality of teaching I have received	3	9	71	17

Table A4: How satisfied are you with each of the following services at this university? (Carleton 2016)				
	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Athletic facilities (48%)	1	5	57	37
Services for students with disabilities (8%)	2	7	54	36
University libraries (electronic resources) (59%)	0	2	63	34
Other recreational facilities (17%)	1	5	62	33
Tutoring (11%)	2	8	60	31
Services for First Nations students (1%)	10	-	60	30
Personal counselling (10%)	6	13	54	27
Career counselling (7%)	4	23	46	27
University libraries (physical books, magazines, stacks) (44%)	0	4	70	26
Academic advising (26%)	3	12	59	26
Computing services help desk (8%)	3	1	71	25
Writing skills (10%)	3	14	58	25
Study skills and learning supports (22%)	0	9	67	23
Co-op offices and supports (6%)	2	13	63	22
Campus medical services (23%)	4	19	55	21
University bookstores (physical stores) (74%)	1	10	70	19
Facilities for student associations (12%)	2	5	74	18
University bookstores (online inventory check, ordering, etc.) (28%)	1	8	73	18
Facilities for university-based social activities (15%)	1	5	78	17
University residences (44%)	5	17	62	16
Employment services (7%)	4	15	66	15
Services for international students (8%)	5	8	73	14
Advising for students who need financial aid (6%)	2	19	65	14
Financial aid (28%)	2	16	68	13
Food services (77%)	7	23	57	12
Parking (23%)	11	28	49	11

Note: () % reporting experience