



Office of Institutional
Research and Planning
CARLETON UNIVERSITY

2018 Canadian University Survey Consortium (CUSC) Graduating Undergraduate Students

Summary of Results

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Table of Contents

Table of Tables	i
Table of Figures.....	i
Introduction.....	1
Methodology.....	1
Profile of Carleton Respondents	2
Academic profile.....	5
Results.....	5
Overall Satisfaction with University Experience	5
Satisfaction with Teaching.....	8
Perceptions of professors	8
Growth and Development	11
Contribution to communication skills	11
Contribution to analytical and learning skills.....	12
Contribution to working skills.....	13
Contribution to life skills.....	14
Activities.....	15
Goal Development	17
Education goals	17
Future career goals	17
Satisfaction with Services and Facilities	18
Conclusion	21
Appendix A: Protocol for Data Use.....	23
Appendix B: Group 2 and Group 3 Institutions participating in 2018 CUSC survey.....	24
Appendix C: Perceptions of Professors and Staff.....	25
Appendix D: Growth and Development.....	27
Appendix E: Usage and Satisfaction with Services and Facilities	30

Table of Tables

Table 1: Proportional Profile of Respondents.....	3
Table 1a: Impact of Work on Academic Performance (Full-Time Students).....	4
Table 2: Overall Evaluation.....	6
Table 3: Most Important Aspect of Professors.....	11
Table 4: Involvement in Campus Activities, Community Service and Volunteer Activities....	16
Table 5: Future Career Goals.....	17

Table of Figures

Figure 1: University's Experience versus Expectations.....	6
Figure 2: Overall Evaluation (Satisfaction)	7
Figure 3: Overall Evaluation (Agreement).....	8
Figure 4: Carleton Respondents' Perceptions of Professors.....	10
Figure 5: University's Contribution to Communication Skills.....	12
Figure 6: University's Contribution to Analytical and Learning Skills.....	13
Figure 7: University's Contribution to Working Skills.....	14
Figure 8: University's Contribution to Life Skills.....	15
Figure 9: Satisfaction with Services and Facilities.....	19

Introduction

Carleton University regularly participates in a number of surveys in order to better understand its students' characteristics, needs and perceptions. In February 2018, Carleton was one of 32 institutions that participated in the undergraduate survey coordinated by the Canadian University Survey Consortium (CUSC)¹. This was Carleton's 20th 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: first-year, middle-year, or graduating students. In 2018, the survey focused on graduating students.

Methodology

An invitation to complete the online survey was e-mailed to a random sample of 3,000 Carleton students who were deemed eligible to graduate (given their credit profile and registration status at the time the sample was taken). 1,073 Carleton students responded to the survey (includes partial responses). The completed response rate² for Carleton was 27.1% compared to 29.1% for all of CUSC. This year's completed response rate for Carleton is lower compared to 2015 (34.3 %).

This report is meant to highlight results related to student satisfaction with their university experience and how the university contributed to the development of our students. Results for Carleton are presented along with a comparison with similar universities. CUSC uses three institutional groupings (Groups 1, 2 and 3) 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 Group 3 institutions have the largest student populations with most offering professional programs in addition to a wide range of undergraduate and graduate programs. Carleton University is

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

² The completed response rate is defined as students who have answered roughly 80% of the survey. The analysis in this report also includes partial responses for Carleton University.

conceptually situated between groups 2 and 3, and so for the purpose of this report, **the aggregate of Groups 2 and 3, excluding Carleton, will be used as the comparison group**³.

In order to get a sense of how Carleton is doing over time, the 2018 results have been compared to results from the 2015 survey throughout this report (the last year that the graduating CUSC student survey was done). Any differences noted in the text of this report are deemed to be statistically significant, unless otherwise noted⁴. Please note that percent 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 the Carleton students who responded to the 2018 CUSC student survey is presented in Table 1. The profile of respondents at comparable institutions (Group 2 and 3) can also be found in this table. It is very useful to consider the range of institutional results in order to understand the variation in student bodies across the participating Group 2 and 3 institutions, whether there are statistically significant differences or not. To give a more representative picture of how fairly diverse the profile of students is amongst institutions, the range (lowest and highest proportions) of results across the Group 2 and 3 universities has been included.

Fifty-eight percent of respondents from Carleton were female, this is a lower proportion than for Group 2 and 3 (65%) but similar to 2015. However, Carleton's proportion of female respondents is higher than the eligible survey population (50%).

Seventy-one percent of Carleton respondents were under 23 years of age, this is a higher proportion than Group 2 and 3 at 59%, and higher than the proportion of respondents in 2015 (64%)⁵.

Carleton respondents were more likely than the Group 2 and 3 to be international students (11% vs 8%), and less likely to be first generation students (i.e. neither parents nor guardians had any post-

³ 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.

⁴ Chi-square and Somers'd tests. $\alpha = 0.05$. Statistical tests exclude Carleton from Group 2 and 3.

⁵ The difference at Carleton between 2015 and 2018 seems to be due to a response bias with younger students more likely to respond to the survey in 2018. The underlying samples show similar age profiles between 2015 and 2018 at Carleton.

secondary education) 11% compared to 15% for Group 2 and 3. Carleton proportions for both attributes are similar to 2015.

Table 1: Proportional Profile of Respondents

	Carleton (n=1,073)	Group 2 and 3 (n=10,417)		
		Average	Low	High
Female#*	58%	65%	55%	76%
Under 23 years of age#*	71%	59%	28%	84%
International students#*	11%	8%	2%	18%
First generation students*	11%	15%	7%	22%
Visible minority	40%	43%	12%	69%
Aboriginal	2%	3%	1%	11%
Students with a disability*	27%	20%	13%	26%
Students with a disability requiring accommodation*	11%	7%	4%	13%
Living in rental accommodations*	61%	51%	30%	76%
Living with parents*	31%	40%	16%	63%
Living in on-campus housing	3%	3%	0%	10%
Students who work while studying	62%	60%	33%	69%
Average number of hours worked per week (all respondents who worked)	18	18	13	22
Median grade (self-reported) so far at university	B	B	B	A

#Information supplied by institutions

*Denotes statistically significant difference between Carleton and the Group 2 and 3 average

Differences in the proportion of students who self-reported as being members of a visible minority or of an aboriginal background are not statistically significant. Carleton proportions are similar to 2015.

Carleton respondents were more likely than the Group 2 and 3 to report having a disability (27% vs 20%). At Carleton there is a significant increase in those who self-reported having a disability (from 21% in 2015 to 27% in 2018). The increase in respondents reporting having a disability is driven by an increase in respondents selecting mental health. Mental health was reported as the most common disability, with Carleton students more likely to select mental health (16% compared to 12% in Group 2 and 3). For Carleton, this proportion was up from the 2015 survey, where 9% of respondents selected mental health. It is unclear whether the increase in respondents selecting mental health is a result of an increase in mental health disabilities or impairments or a change in awareness and stigma.

Not all disabilities require accommodation for learning, however, 11% of Carleton respondents say that they have a disability that requires accommodation, compared to 7% for Group 2 and 3.

Carleton respondents were similar to those in Group 2 and 3 with regards to living on campus. However, they were more likely than respondents in the comparison group on average, to be living in rental accommodations (61% vs 51%), and less likely to be living with parents (31% compared to 40% in Group 2 and 3). Carleton results are similar to 2015.

Sixty-two percent of graduating Carleton respondents reported working while studying for an average of 18 hours per week, similar to that of Group 2 and 3. This is an increase from 57% in 2015 at Carleton. The survey asked respondents if working had an impact on their academic performance. Generally, for full-time students, the reported impact became increasingly negative as the number of hours worked increased (a similar trend for Group 2 and 3). These results are therefore best interpreted controlling for hours worked (Table 1a).

Hours worked	Carleton		Group 2 and 3	
	% Hours Worked	% Negative Impact	% Hours Worked	% Negative Impact
10 or less	18%	19%	24%	Similar
10.5 to 15	31%	44%	33%	Similar
15.5 to 20	25%	54%	21%	Similar
20.5 +	26%	68%	22%	Similar

Negative impact includes very negative and somewhat negative (other responses are: no impact, somewhat positive and very positive). Similar indicates no statistically significant difference.

The self-reported median grade (B) was similar between the respondents at Carleton and those on average in Group 2 and 3 as well as among 2015 Carleton respondents.

Graduating respondents at Carleton are more likely to use public transportation (67% compared to 46% of respondents in Group 2 and 3, on average). Also, only 6% of respondents at Carleton walk to campus, compared to 22% of respondents in Group 2 and 3. These differences might be attributed to the compulsory Universal Transit Pass (U-Pass) for full-time undergraduate students at Carleton.

Academic profile

The typical Carleton student is studying full time (90% compared to 80% for the Group 2 and 3) with a B- to B+ (55%) average, and had some work integrated or service learning experience as part of their program (48%, lower than the Group 2 and 3, 57%). Thirty nine percent have delayed completing their program, 19% have interrupted their studies for one or more terms, and 14% of students have transferred from another post-secondary institution (compared to 18% for Group 2 and 3).

Compared to Carleton respondents in 2015, there were a number of positive changes in 2018:

- A smaller proportion of Carleton respondents interrupted studies for one or more terms (19% vs 23%).
- A smaller proportion of Carleton respondents have been delayed in completing their program (39% vs 43%).
- A higher proportion of Carleton respondents have participated in work integrated or service learning as part of their program (48% vs 43%).

Results

Overall Satisfaction with University Experience

In the 2018 CUSC survey, graduating students were asked about their overall experience at their university and how it compared to their expectations. Eighty-two percent of Carleton respondents reported that the university had either met or exceeded their expectations (Figure 1), this was comparable to respondents in Group 2 and 3, on average. Results are not statistically significantly different between 2018 and 2015 (Figure 1).

Graduating students were also asked to indicate their level of satisfaction/agreement with their University in different areas (Table 2). Carleton respondents were more likely to be satisfied with their personal safety on campus compared to both Group 2 and 3 and to Carleton respondents in 2015; and were less likely to be satisfied with their university's commitment to environmental sustainability than the average of comparable institutions.

Figure 1: University Experience versus Expectations

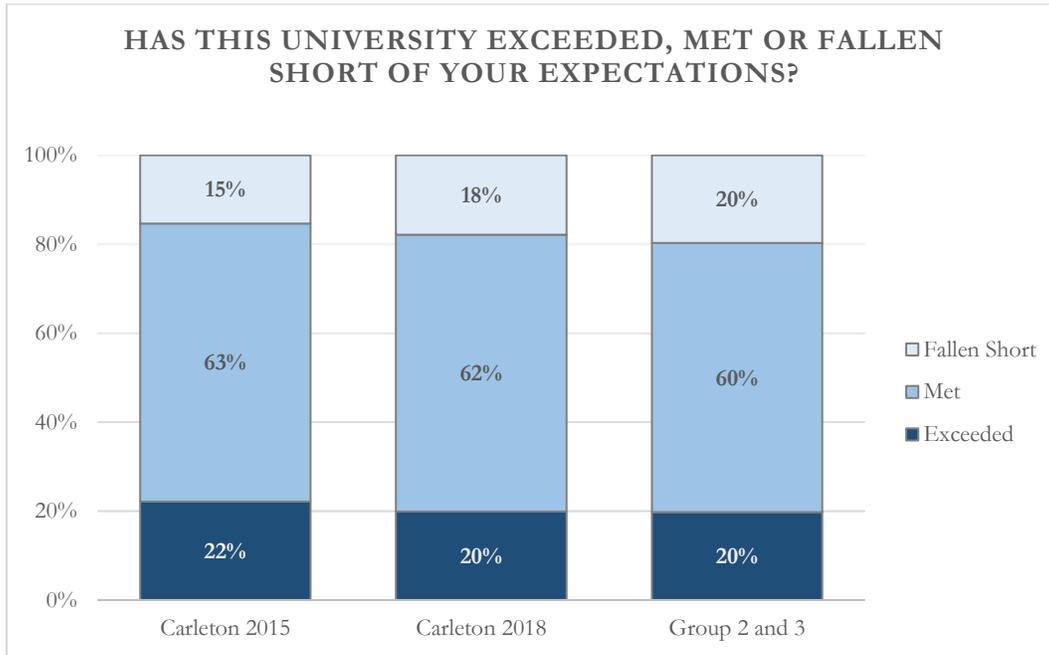


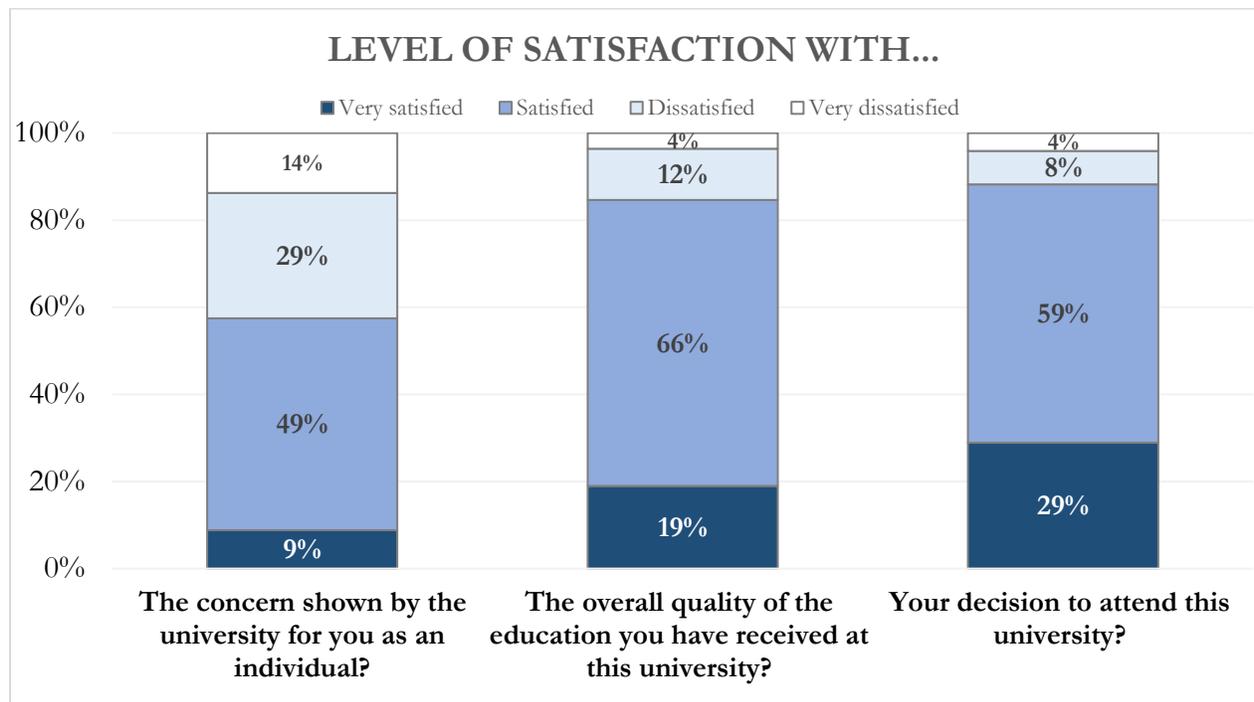
Table 2: Overall Evaluation			
Level of satisfaction with... (Proportion of Respondents who are Satisfied or Very Satisfied)	Carleton		Group 2 and 3
	2015	2018	2018
Opportunities to develop lasting friendships	Similar	80%	Similar
The availability of information about career options in your area of study	Similar	57%	Similar
The concern shown by the university for you as an individual	Similar	57%	Similar
The overall quality of the education you have received at this university	Similar	85%	Similar
Opportunities to enhance your education through activities beyond the classroom (e.g., undergraduate research, service-learning)	Similar	67%	Similar
Opportunities to participate in international study or student exchanges	Similar	68%	Similar
Opportunities to become involved in campus life	Similar	80%	Similar
Personal safety on campus	90%	94%	89%
Your university's commitment to environmental sustainability	Similar	76%	79%
Your decision to attend the university	Similar	88%	Similar

Level of agreement... (Proportion of Respondents who Agree or Strongly Agree)	Carleton		Group 2 and 3 2018
	2015	2018	
I have received good value for money at this university#	Similar	61%	Similar
I feel as if I belong at this university	Similar	76%	Similar

Proportion for Carleton 2015 and G23 2018 shown when statistically significantly different from Carleton 2018.
Item compared to Group 2 and 3 for Ontario Universities only

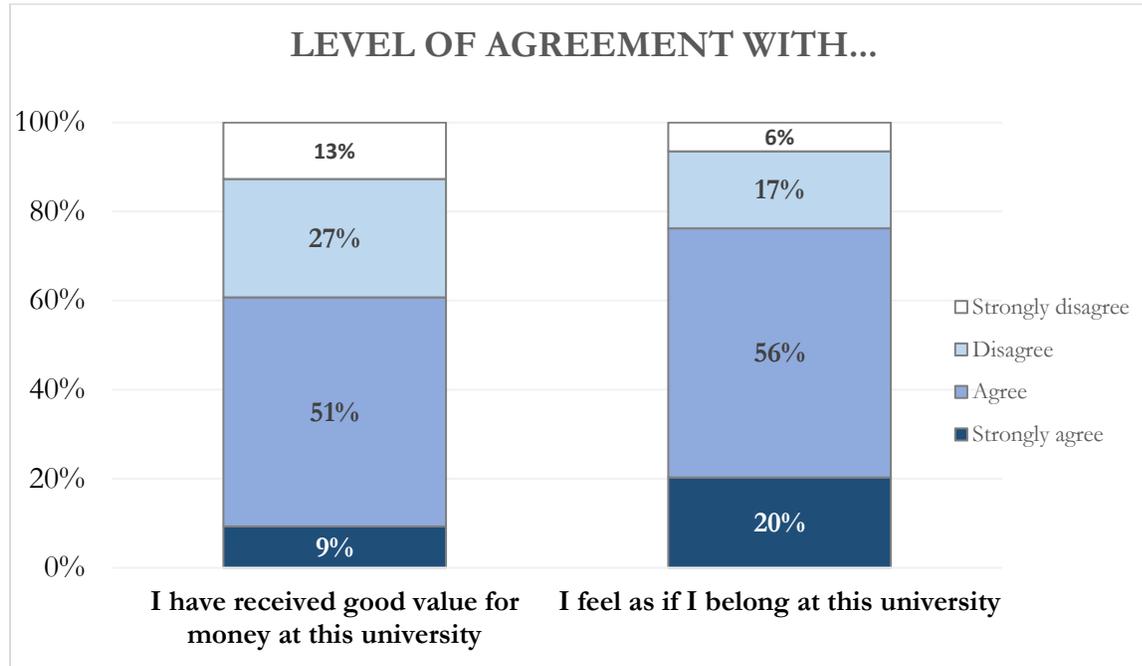
At Carleton, almost 60% of graduating respondents reported being satisfied or very satisfied with the concern shown by the university for them as individuals, while 85% reported being satisfied or very satisfied with the overall quality of the education they have received, and 88% say they are satisfied or very satisfied with their decision to attend this university. Results are similar for Group 2 and 3 and Carleton results in 2015.

Figure 2: Overall Evaluation (Satisfaction)



Sixty-one percent of Carleton graduating respondents agree or strongly agree that they have received good value for money at this university (similar to respondents in Group 2 and 3 for Ontario Universities). And 76% of Carleton respondents feel as if they belong at this university. Similar to Group 2 and 3 and to Carleton in 2015. (Figure 3).

Figure 3: Overall Evaluation (Agreement)



This survey year, students were asked to rate the likelihood they would recommend their university to a friend or family member on a scale from 0 (not at all likely) to 10 (extremely likely), instead of the previous question: Would you recommend Carleton to others? with answers yes or no. Twenty-six percent of Carleton respondents gave a rating of 9 and 10, and 43% rated it 7 and 8. These results are similar to those of Group 2 and 3.

Satisfaction with Teaching

Perceptions of professors

The survey explored the perceptions respondents had towards their professors through their response ratings on a number of statements. Eighty-five percent of Carleton respondents agreed or strongly agreed that they were generally satisfied with the quality of teaching they had received. This is comparable to Group 2 and 3, and Carleton in 2015. Additionally, specific questions were asked with respect to teaching and teaching-related interactions. Figure 4 shows that, on a whole, Carleton

respondents have very positive experiences with faculty with two-thirds of the measures being above 80% in agreement.

Generally, Carleton respondents reported similar perceptions to the Group 2 and 3 with the exception that Carleton graduating respondents were more likely to agree or strongly agree to the statement that most of their professors provided prompt feedback on their academic work (70% vs 66%). However, any changes overtime at Carleton have been decreases in the level of agreement with the statements: most of my professors take a personal interest in my academic progress (from 66% to 59%), and most of my professors are intellectually stimulating in their teaching (from 79% to 71%). See Appendix C for a more detailed summary of satisfaction results for teaching among Carleton respondents.

Graduating students were asked to select the three most important aspects when considering their interactions with faculty (Table 3). Having instructors who communicate well in their teaching (38%) was selected most often in the top three, followed by seeming knowledgeable in their field (35%), and being intellectually stimulating in their teaching (30%). Additionally, seeming knowledgeable in their field also has the highest level of agreement (96% agree or strongly agree), whereas being intellectually stimulating in their teaching has amongst the lowest level of agreement (71% agree or strongly agree).

Overall, almost all students were given the chance to evaluate the quality of teaching in their courses, including 66% who say they were able to evaluate the teaching in all their courses. This is lower than the 72% of respondents from Group 2 and 3 who were able to evaluate all their courses, and similar to Carleton respondents in 2015.

Graduating students were also asked for their perception of staff, with Carleton graduating respondents being more likely to agree or strongly agree that most university support staff (e. g., clerks, secretaries, etc.) are helpful (85%) compared to Group 2 and 3 (81% agree or strongly agree). Carleton results are similar to 2015.

Figure 4: Carleton Respondents' Perceptions of Professors



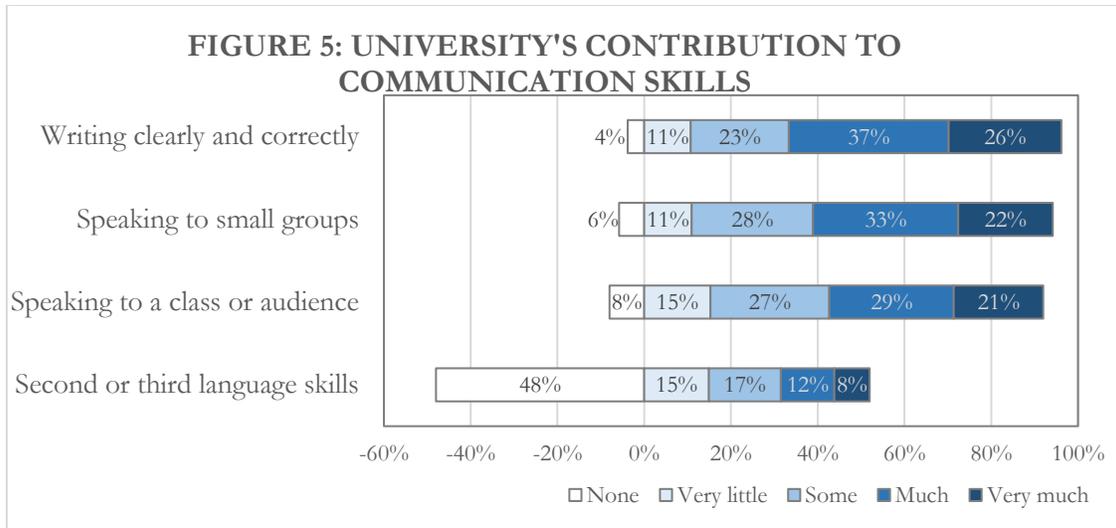
	Carleton	Group 2 and 3
Communicate well in their teaching	38%	Similar
Seem knowledgeable in their fields	35%	Similar
Are intellectually stimulating in their teaching	30%	Similar
Are well organized in their teaching	28%	Similar
Treat students as individuals, not just numbers	27%	Similar
Are fair in their grading*	25%	29%
Provide useful feedback on my academic work	20%	Similar
Take a personal interest in my academic progress	18%	Similar
Are reasonably accessible outside of class	17%	Similar
Are consistent in their grading	12%	Similar
Encourage students to participate in class discussions	12%	Similar
Look out for students' interests	11%	Similar
Treat students the same regardless of gender	11%	Similar
Treat students the same regardless of race	10%	Similar
Provide prompt feedback on my academic work	5%	Similar
* Difference is statistically significant. Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.		

Growth and Development

Graduating students were asked how much their experience at their university contributed to their growth and development in 29 areas. The areas are categorized into four themes: (i) communication skills; (ii) analytical and learning skills; (iii) working skills; and (iv) life skills. See Appendix D for detailed results and comparisons where different.

Contribution to communication skills

Among the four communication skills rated, Carleton university contributed most to students' growth and development in writing clearly and correctly (63% much or very much) and least to second or third language skills (21% much or very much). Differences between Carleton and Group 2 and 3 were statistically significant, with Carleton being less likely to contribute much and very much in speaking to small groups (55% vs 59%), and in speaking to a class or audience (49% vs 52%).

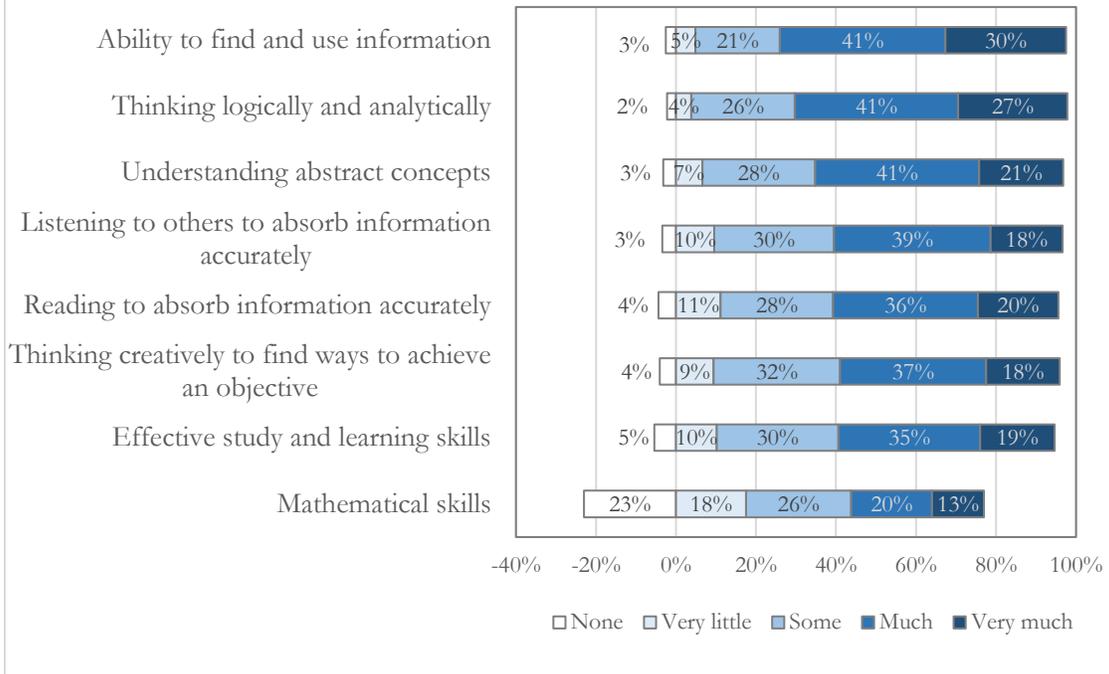


Contribution to analytical and learning skills

Graduating students assessed Carleton’s contribution to eight analytical and learning skills, and indicated that Carleton contributed most to the ability to find and use information (71% much or very much), closely followed by thinking logically and analytically (68% much or very much), and indicated that Carleton contributed least to mathematical skills (33% much or very much).

Compared to Group 2 and 3, Carleton respondents indicated that their university is more likely to contribute much or very much to their understanding abstract concepts (62% vs 59% for Group 2 and 3).

FIGURE 6: UNIVERSITY'S CONTRIBUTION TO ANALYTICAL AND LEARNING SKILLS

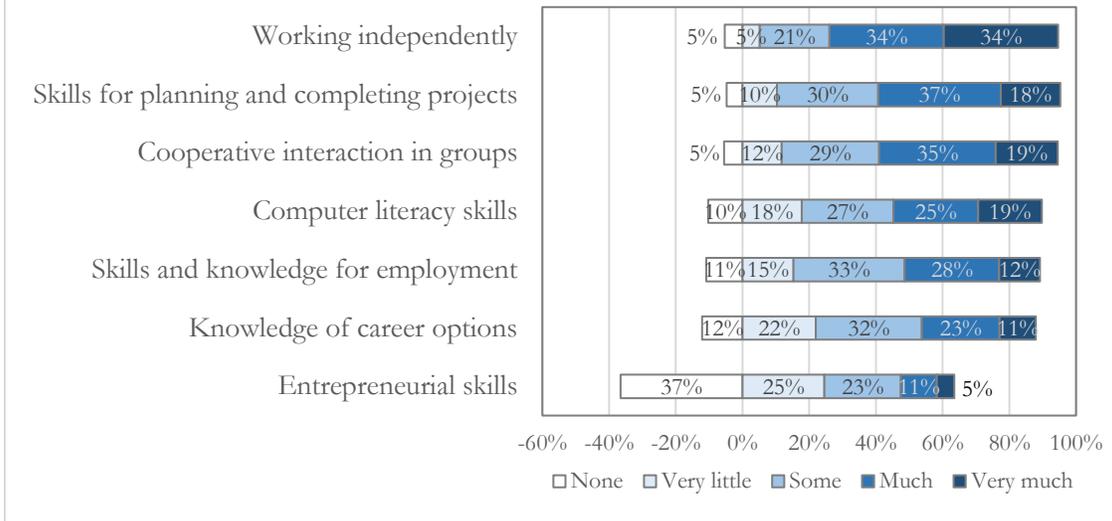


Contribution to working skills

From the seven areas that make up this category, graduating students said that Carleton contributed the most to working independently (69% much or very much), and the least to entrepreneurial skills (16% much or very much).

When comparing Carleton responses to those of Group 2 and 3, Carleton is less likely to contribute much or very much to entrepreneurial skills (16% vs 20%, which is also lower compared to 18% in 2015), knowledge of career options (34% vs 38%), cooperative interactions in groups (54% vs 59%), and working independently (69% vs 74%). And Carleton is more likely to contribute much or very much in computer literacy skills than Group 2 and 3 (44% vs 40%).

FIGURE 7: UNIVERSITY'S CONTRIBUTION TO WORKING SKILLS



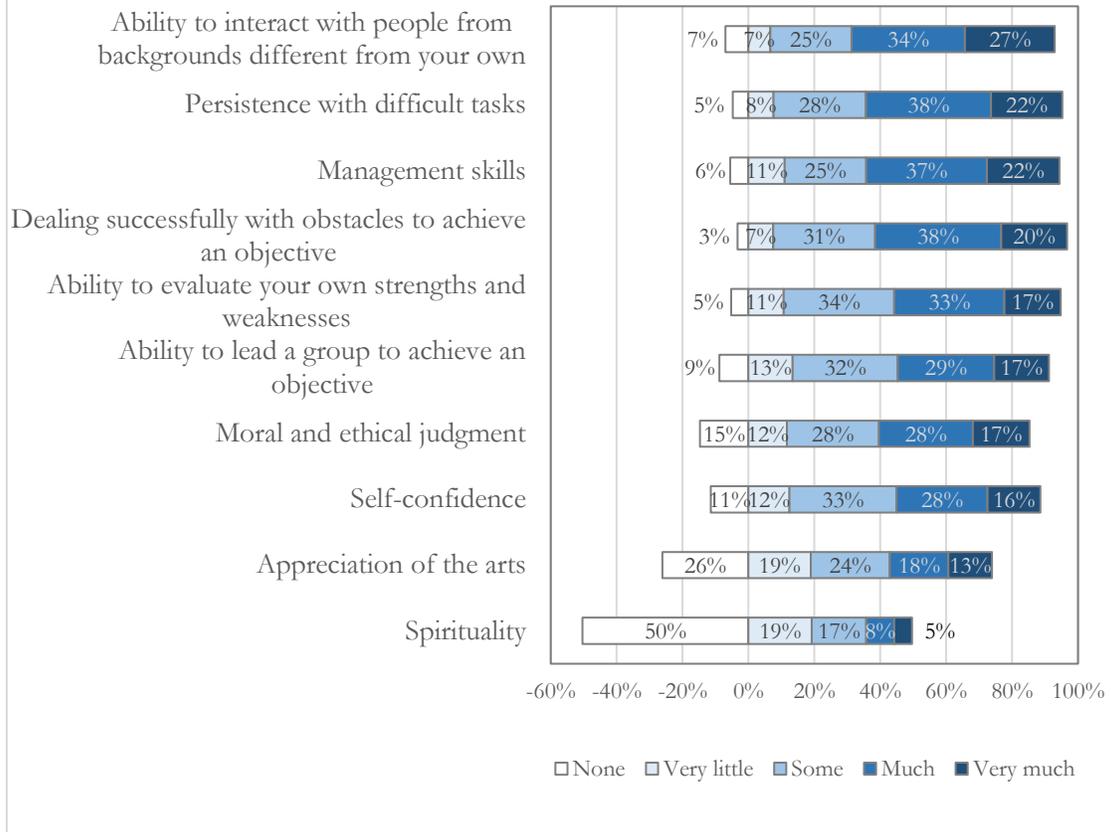
Contribution to life skills

The ten skills (deemed as 'life skills') vary in terms of student's perceptions of the contribution their university made to each. At the upper end, Carleton respondents were most likely to say the university contributed to their ability to interact with people from backgrounds different from their own (62% much or very much), while on the lower end, fewer than 2 in 10 say their university contributed much or very much to their spirituality (14% much or very much).

Differences between Carleton and Group 2 and 3 respondents were statistically significant for only three areas, where Carleton was less likely to contribute than Group 2 and 3 for all 3 of them.

Spirituality (14% vs 15% also lower than 16% in 2015), moral and ethical judgment (46% vs 48%), and ability to lead a group to achieve an objective (46% vs 49%).

FIGURE 8: UNIVERSITY'S CONTRIBUTION TO LIFE SKILLS



Students rated their university's contribution to the above 29 areas, and they were also asked to rank the top three most important areas. For Carleton respondents, thinking logically and analytically (38%) is ranked as most important, well ahead of skills and knowledge for employment (25%), and dealing successfully with obstacles to achieve an objective (20%). Respondents in the Group 2 and 3 ranked the top three most important areas in the same order.

Activities

Graduating students were also asked how often they have participated in different campus activities, as well as community service and volunteer activities. Their participation ranges from participation in student's clubs (24% often or very often) to participation in student government (3% often or very often). Table 4 shows the proportion of respondents who participated often or very often as well as any differences deemed statistically significant with the comparison groups.

Table 4: Involvement in Campus Activities, Community Service and Volunteer Activities	Carleton		Group 2 and 3
	2015	2018	2018
Since last September, how often have you ... (Proportion of Respondents who participated Often and Very Often)			
Participated in student clubs	Similar	24%	21%
Participated in off-campus community service/volunteer activities	Similar	17%	Similar
Participated in on-campus student recreational and sports programs	Similar	17%	15%
Attended campus social events	Similar	12%	Similar
Participated in on-campus community service/volunteer activities	Similar	12%	Similar
Attended public lectures and guest speakers on campus	Similar	10%	Similar
Attended home games of university athletic teams*	10%	9%	6%
Attended campus cultural events (theatre, concerts, art exhibits, etc.)	5%	7%	Similar
Participated in student government	Similar	3%	6%
*Carleton 2018 compared to 2015, when statistically significantly different, most of the difference is seen in the Occasionally option, not shown.			

Compared to Group 2 and 3, Carleton graduating respondents more frequently participate in student clubs, on-campus student recreational and sports programs, attend home games of university athletic teams, and less frequently participate in student government.

Compared to Carleton respondents in 2015, respondents in 2018 more frequently attended campus cultural events (theatre, concerts, art exhibits, etc.) and less frequently attended home games of university athletic teams.

Overall, 50% of graduating students volunteered at least occasionally on or off campus in the past year, including 23% of students who participate often and very often in community service or volunteer activities. Among those who participated in volunteer activities, the typical student spends about 5 hours a week volunteering.

On average, graduating respondents at Carleton spend about 33 hours a week on their academic work, almost evenly split between time spent in class (15 hours per week, on average) and out of class (18 hours per week, on average). Average hours spent on academic work is similar to the comparison groups. However, when distributed across different segments, Carleton respondents are more likely to spend more than 11 hours per week on their scheduled classes and labs than the Group 2 and 3 (72% vs 66%).

Goal Development

Education goals

Since beginning their post-secondary education, 40% of graduating respondents at Carleton have changed their major or program, this is a higher proportion than the 33% of respondents from Group 2 and 3, and it's similar to Carleton respondents in 2015.

After the completion of their undergraduate program, 20% of Carleton respondents intend to apply to a professional program, and 38% intend to apply to graduate school. In total, 48% of Carleton respondents intend to apply to a professional program and/or to a graduate school. Results are similar for Group 2 and 3 and for Carleton 2015.

Future career goals

Overall, 29% of graduating students have a specific career in mind while another 39% have several possible careers in mind. About 7 in 10 respondents say they know their career options at least fairly well, with 20% saying they know their options very well.

Table 5: Future Career Goals		
Which of the following best describes your career plans?*	Carleton	Group 2 and 3
I have a specific career in mind	29%	34%
I have several possible careers in mind	39%	37%
I have some general ideas but I need to clarify them	23%	21%
I am unsure, but I want to develop a career plan	8%	8%
I am not thinking about a career at this stage of my studies	1%	1%
How well do you know the career options your program or intended program could open for you?	Carleton	Group 2 and 3
Very well	20%	Similar
Fairly well	50%	
Only a little	24%	
Not at all	6%	

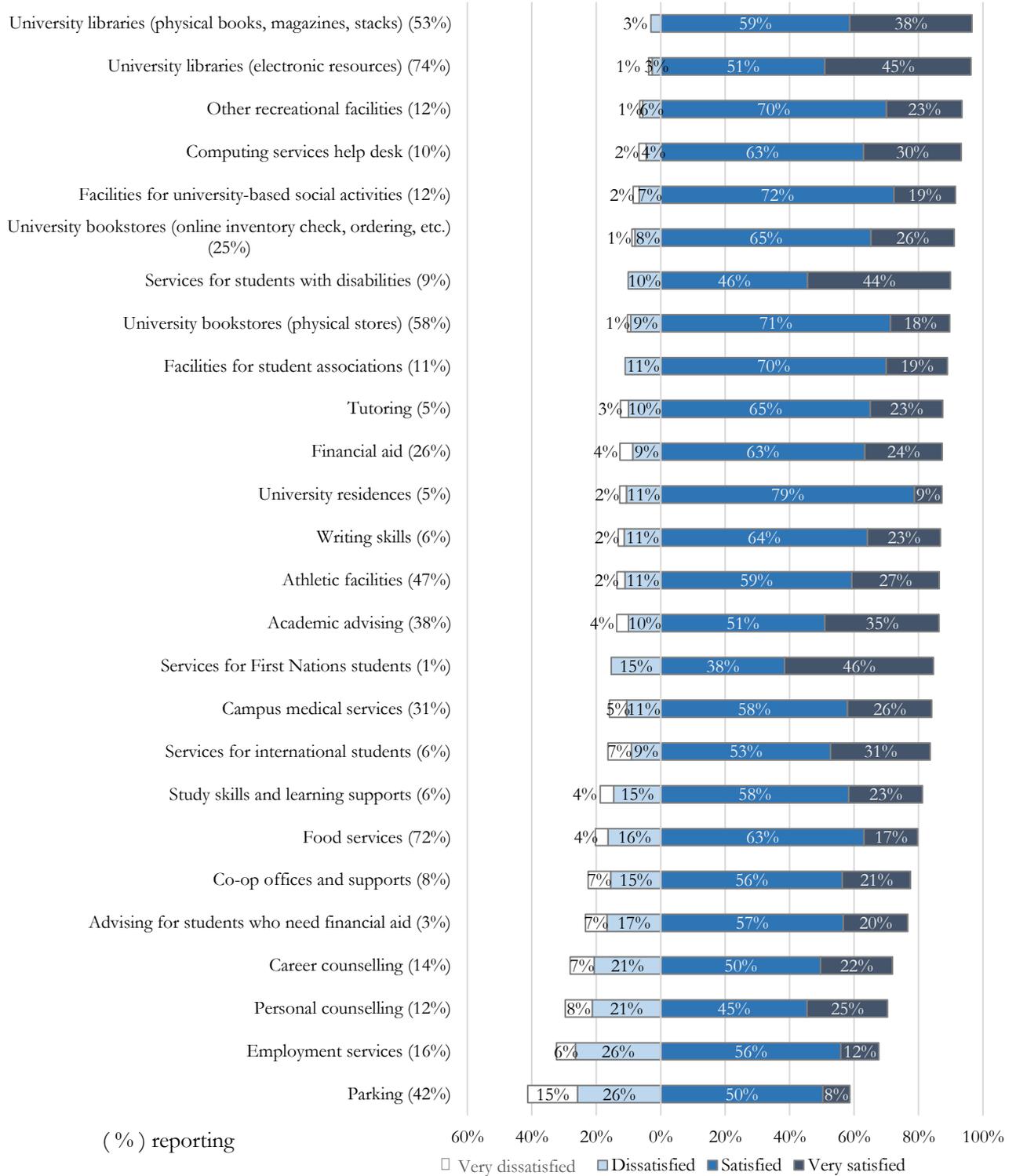
Steps taken to prepare for employment/career after graduation. Choose all that apply	Carleton	Group 2 and 3
Created resume or curriculum vitae (CV)	81%	Similar
Talked with friends about employment/career	78%	
Talked with parents/family about employment/career	78%	
Worked in my chosen field of employment	46%	
Talked with professors about employment/career	45%	
Attended an employment fair	37%	
Volunteered in my chosen field of employment	35%	
Created an e-portfolio (an inventory of skills, abilities and experience maintained on the web)	25%	
Met with a career counsellor	20%	
I have a career mentor	10%	
None of the above	3%	
*Difference between Carleton and Group 2 and 3 is statistically significant		

Satisfaction with Services and Facilities

Graduating students had the opportunity to rate a number of services and facilities at the university (Figure 9). They were first asked if they had used each service and facility (the proportion of users being shown in the chart in parentheses beside each item), and they were able to rate their satisfaction with each service and facility they had used. Services or facilities are sorted in descending order based on the proportion of respondents that were satisfied or very satisfied.

It must be taken into consideration 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.

FIGURE 9. SATISFACTION WITH SERVICES AND FACILITIES



Regarding the usage of services and facilities, when compared to the average of Group 2 and 3, Carleton respondents were more likely to use university libraries (electronic resources) (74% vs 70%), food services (72% vs 56%), university libraries (physical books, magazines, stacks) (53% vs 47%), athletic facilities (47% vs 32%), parking (42% vs 33%), campus medical services (31% vs 24%) and services for students with disabilities (9% vs 6%); and less likely to use university bookstores (online inventory check, ordering, etc.) (25% vs 29%), and tutoring (5% vs 7%).

When we compare usage among Carleton respondents over time (2015 vs 2018), whenever differences are statistically significant, we can only see a decrease in usage: university libraries (electronic resources) (78% vs 74%), university bookstores (physical stores) (66% vs 58%), university libraries (physical books, magazines, stacks) (60% vs 53%), athletic facilities (53% vs 47%), financial aid (32% vs 26%), study skills and learning supports (9% vs 6%), and advising for students who need financial aid (6% vs 3%).

In comparison to the average satisfaction levels of Group 2 and 3, Carleton's respondents reported higher levels of satisfaction with university libraries (electronic resources) (96% vs 96%, satisfied or very satisfied, Carleton notably has more very satisfied responses (45% vs 37%)), academic advising (86% vs 80%), food services (80% vs 75%), and parking (59% vs 45%); and lower satisfaction levels with employment services (68% vs 82%), and campus medical services (84% vs 89%).

When compared to 2015, 2018 Carleton respondents reported higher levels of satisfaction with university libraries (electronic resources) (96% vs 95%, satisfied or very satisfied, Carleton has more very satisfied responses in 2018 (45% vs 39%)), food services (80% vs 74%), and parking (59% vs 45%); and lower levels of satisfaction with employment services (68% vs 80%), personal counselling (70% vs 84%), and athletic facilities (86% vs 93%).

For a more detailed summary of results, please see Appendix E.

Conclusion

A higher proportion of graduating students at Carleton tend to be under 23 years of age than their counterparts in Group 2 and 3 (71% vs 59%), this proportion has increased at Carleton over time from 64% in 2015 to 71% in 2018. Also, the proportion of Carleton's graduating students that self-identified as having a disability is higher than the comparison Group 2 and 3 (27% vs 20%), this proportion also increased at Carleton from 21% in 2015 to 27% in 2018. Mental health was reported as the most common disability, with Carleton having a higher proportion than Group 2 and 3 (16% compared to 12%) and a higher proportion than in 2015 (9%).

Overall, 82% of Carleton graduating respondents reported that the university had either met or exceeded their expectations. While only 57% of respondents were satisfied with the concern shown by the university for them as individuals, 85% were satisfied with the overall quality of education they received, and 88% were satisfied with their decision to attend Carleton University.

Eighty-five percent of Carleton respondents were generally satisfied with the quality of teaching they had received, and overall, have positive experiences with faculty and staff, with all but one measure being above 70% in agreement, and two thirds being above 80% in agreement. However, the level of agreement was lower when it comes to their professors taking a personal interest in their academic progress with 59% in agreement.

Graduating Carleton respondents identified areas where Carleton contributed the most (much or very much) to their growth and development (ability to find and use information 71%, working independently 69%, thinking logically and analytically 68%); and the least to their growth and development (spirituality 14%, and entrepreneurial skills 16%).

Compared to Group 2 and 3, Carleton graduating respondents more frequently participate in the following campus activities: student clubs, on-campus student recreational and sports programs, and attend home games of university athletic teams, and less frequently participate in student government.

After the completion of their undergraduate program, 20% of Carleton respondents intend to apply to a professional program, and 38% intend to apply to graduate school. With regards to their career

goals, 29% of graduating students have a specific career in mind while another 39% have several possible careers in mind.

The 2018 CUSC survey offers valuable insight into students' perceptions of their experiential learning and development as they progress through their academic program, as well as their future goals. These results provide useful feedback that will aid Carleton University's ongoing effort for continued improvements in the educational experience for current and future students. The next CUSC survey, scheduled for winter 2019, will focus on first year students.

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

Appendix A: Protocol for Data Use

DATA LICENSING & MEMBERSHIP PROTOCOL 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 and Group 3 Institutions participating in 2018 CUSC survey

Group 2

Carleton University

Lakehead University

Ryerson University

Simon Fraser University

Université de Moncton

University of New Brunswick (Fredericton)

University of Regina

University of Victoria

University of Waterloo

Wilfrid Laurier University

Group 3

Concordia University

Dalhousie University

McMaster University

University of Manitoba

University of Ottawa

University of Saskatchewan

Appendix C: Perceptions of Professors and Staff

Most of my professors...		Strongly disagree	Disagree	Agree	Strongly agree
Are reasonably accessible outside of class	Carleton 2018	2%	8%	70%	21%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Take a personal interest in my academic progress	Carleton	8%	33%	48%	11%
	Group 2 and 3	Similar			
	Carleton 2015	6%	28%	54%	11%
Treat students as individuals, not just numbers	Carleton 2018	5%	17%	57%	21%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Encourage students to participate in class discussions	Carleton 2018	3%	9%	62%	26%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Are well organized in their teaching	Carleton 2018	3%	15%	69%	14%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Seem knowledgeable in their fields	Carleton 2018	1%	3%	56%	40%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Communicate well in their teaching	Carleton 2018	4%	13%	65%	18%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Are intellectually stimulating in their teaching	Carleton 2018	5%	24%	55%	16%
	Group 2 and 3	Similar			
	Carleton 2015	4%	17%	64%	15%
Provide useful feedback on my academic work	Carleton 2018	5%	20%	61%	13%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Provide prompt feedback on my academic work	Carleton 2018	5%	24%	59%	12%
	Group 2 and 3	6%	28%	56%	9%
	Carleton 2015	Similar			
Are fair in their grading	Carleton 2018	3%	9%	74%	14%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Are consistent in their grading	Carleton 2018	5%	13%	69%	13%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			

Most of my professors...		Strongly disagree	Disagree	Agree	Strongly agree
Treat students the same regardless of gender	Carleton 2018	2%	4%	43%	51%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Treat students the same regardless of race	Carleton 2018	2%	4%	43%	51%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Look out for students' interests	Carleton 2018	4%	16%	56%	25%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Generally, I am satisfied with the quality of teaching I have received	Carleton 2018	4%	11%	69%	15%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Most teaching assistants in my academic program are helpful	Carleton 2018	7%	21%	56%	16%
	Group 2 and 3	Similar			
	Carleton 2015	Similar			
Most university support staff (e.g., clerks, secretaries, etc.) are helpful	Carleton 2018	5%	11%	58%	27%
	Group 2 and 3	6%	14%	59%	22%
	Carleton 2015	Similar			

Proportion for Carleton 2015 and Group 2 and 3 shown when statistically significantly different from Carleton 2018.

Appendix D: Growth and Development

How much has this university contributed to your development in:		None	Very little	Some	Much	Very much
Thinking logically and analytically	Carleton 2018	2%	4%	26%	41%	27%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Mathematical skills	Carleton 2018	23%	18%	26%	20%	13%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Dealing successfully with obstacles to achieve an objective	Carleton 2018	3%	7%	31%	38%	20%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Thinking creatively to find ways to achieve an objective	Carleton 2018	4%	9%	32%	37%	18%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Understanding abstract concepts	Carleton 2018	3%	7%	28%	41%	21%
	Group 2 and 3	2%	8%	31%	41%	18%
	Carleton 2015			Similar		
Speaking to small groups	Carleton 2018	6%	11%	28%	33%	22%
	Group 2 and 3	4%	10%	28%	37%	22%
	Carleton 2015			Similar		
Speaking to a class or audience	Carleton 2018	8%	15%	27%	29%	21%
	Group 2 and 3	5%	13%	30%	31%	21%
	Carleton 2015			Similar		
Writing clearly and correctly	Carleton 2018	4%	11%	23%	37%	26%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Reading to absorb information accurately	Carleton 2018	4%	11%	28%	36%	20%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Listening to others to absorb information accurately	Carleton 2018	3%	10%	30%	39%	18%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Ability to find and use information	Carleton 2018	3%	5%	21%	41%	30%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Second or third language skills	Carleton 2018	48%	15%	17%	12%	8%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		

How much has this university contributed to your development in:		None	Very little	Some	Much	Very much
Skills for planning and completing projects	Carleton 2018	5%	10%	30%	37%	18%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Effective study and learning skills	Carleton 2018	5%	10%	30%	35%	19%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Working independently	Carleton 2018	5%	5%	21%	34%	34%
	Group 2 and 3	3%	4%	20%	39%	34%
	Carleton 2015			Similar		
Cooperative interaction in groups	Carleton 2018	5%	12%	29%	35%	19%
	Group 2 and 3	3%	8%	30%	38%	21%
	Carleton 2015			Similar		
Computer literacy skills	Carleton 2018	10%	18%	27%	25%	19%
	Group 2 and 3	10%	18%	33%	26%	14%
	Carleton 2015			Similar		
Persistence with difficult tasks	Carleton 2018	5%	8%	28%	38%	22%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Entrepreneurial skills	Carleton 2018	37%	25%	23%	11%	5%
	Group 2 and 3	28%	27%	25%	14%	6%
	Carleton 2015	29%	28%	24%	13%	6%
Skills and knowledge for employment	Carleton 2018	11%	15%	33%	28%	12%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Ability to lead a group to achieve an objective	Carleton 2018	9%	13%	32%	29%	17%
	Group 2 and 3	5%	13%	33%	32%	17%
	Carleton 2015					
Knowledge of career options	Carleton 2018	12%	22%	32%	23%	11%
	Group 2 and 3	9%	20%	33%	25%	12%
	Carleton 2015			Similar		
Self-confidence	Carleton 2018	11%	12%	33%	28%	16%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Ability to evaluate your own strengths and weaknesses	Carleton 2018	5%	11%	34%	33%	17%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		

How much has this university contributed to your development in:		None	Very little	Some	Much	Very much
Ability to interact with people from backgrounds different from your own	Carleton 2018	7%	7%	25%	34%	27%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Appreciation of the arts	Carleton 2018	26%	19%	24%	18%	13%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Spirituality	Carleton 2018	50%	19%	17%	8%	5%
	Group 2 and 3	44%	22%	18%	11%	5%
	Carleton 2015	44%	24%	15%	10%	6%
Management skills	Carleton 2018	6%	11%	25%	37%	22%
	Group 2 and 3			Similar		
	Carleton 2015			Similar		
Moral and ethical judgment	Carleton 2018	15%	12%	28%	28%	17%
	Group 2 and 3	9%	12%	31%	31%	17%
	Carleton 2015			Similar		

Proportion for Carleton 2015 and Group 2 and 3 shown when statistically significantly different from Carleton 2018.

Appendix E: Usage and Satisfaction with Services and Facilities

Services and facilities used and satisfaction		(%) Used	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Services for First Nations students	Carleton 2018	1%	0%	15%	38%	46%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
Services for international students	Carleton 2018	6%	7%	9%	53%	31%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
Services for students with disabilities	Carleton 2018	9%	0%	10%	46%	44%
	Group 2 and 3	6%	Similar			
	Carleton 2015	Similar	Similar			
University libraries (physical books, magazines, stacks)	Carleton 2018	53%	0%	3%	59%	38%
	Group 2 and 3	47%	Similar			
	Carleton 2015	60%	Similar			
University libraries (electronic resources)	Carleton 2018	74%	1%	3%	51%	45%
	Group 2 and 3	70%	1%	3%	59%	37%
	Carleton 2015	78%	0%	5%	56%	39%
Employment services	Carleton 2018	16%	6%	26%	56%	12%
	Group 2 and 3	Similar	4%	14%	63%	19%
	Carleton 2015	Similar	6%	14%	58%	21%
Career counselling	Carleton 2018	14%	7%	21%	50%	22%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
Personal counselling	Carleton 2018	12%	8.3%	21.3%	45.4%	25.0%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	6%	10%	46%	38%
Academic advising	Carleton 2018	38%	4%	10%	51%	35%
	Group 2 and 3	Similar	6%	14%	55%	25%
	Carleton 2015	Similar	Similar			
Tutoring	Carleton 2018	5%	3%	10%	65%	23%
	Group 2 and 3	7%	Similar			
	Carleton 2015	Similar	Similar			
Study skills and learning supports	Carleton 2018	6%	4%	15%	58%	23%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	9%	Similar			
Writing skills	Carleton 2018	6%	2%	11%	64%	23%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			

Services and facilities used and satisfaction		(%) Used	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
University residences	Carleton 2018	5%	2%	11%	79%	9%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
Advising for students who need financial aid	Carleton 2018	3%	7%	17%	57%	20%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	6%	Similar			
Financial aid	Carleton 2018	26%	4%	9%	63%	24%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	32%	Similar			
Athletic facilities	Carleton 2018	47%	2%	11%	59%	27%
	Group 2 and 3	32%	Similar			
	Carleton 2015	53%	2%	5%	60%	33%
Other recreational facilities	Carleton 2018	12%	1%	6%	70%	23%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
University bookstores (physical stores)	Carleton 2018	58%	1%	9%	71%	18%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	66%	Similar			
University bookstores (online inventory check, ordering, etc.)	Carleton 2018	25%	1%	8%	65%	26%
	Group 2 and 3	29%	Similar			
	Carleton 2015	Similar	Similar			
Campus medical services	Carleton 2018	31%	5%	11%	58%	26%
	Group 2 and 3	24%	2%	9%	56%	33%
	Carleton 2015	Similar	Similar			
Co-op offices and supports	Carleton 2018	8%	7%	15%	56%	21%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
Facilities for university- based social activities	Carleton 2018	12%	2%	7%	72%	19%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
Facilities for student associations	Carleton 2018	11%	0%	11%	70%	19%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
Computing services help desk	Carleton 2018	10%	2%	4%	63%	30%
	Group 2 and 3	Similar	Similar			
	Carleton 2015	Similar	Similar			
Food services	Carleton 2018	72%	4%	16%	63%	17%
	Group 2 and 3	56%	5%	20%	62%	13%
	Carleton 2015	Similar	6%	19%	62%	13%

Services and facilities used and satisfaction		(%) Used	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Parking	Carleton 2018	42%	15%	26%	50%	8%
	Group 2 and 3	33%	22%	33%	38%	7%
	Carleton 2015	Similar	24%	30%	39%	6%

Proportion for Carleton 2015 and Group 2 and 3 shown when statistically significantly different from Carleton 2018.