



**Carleton**  
University

Office of Institutional  
Research and Planning

# 2021 Canadian University Survey Consortium (CUSC) Graduating Undergraduate Students

## Summary of Results

DECEMBER 2021

[carleton.ca/oirp](https://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 February 2021, Carleton was one of 32 member institutions that participated in the undergraduate survey coordinated by the Canadian University Survey Consortium (CUSC)<sup>1</sup>. This was Carleton's 23<sup>rd</sup> year participating in a CUSC survey. CUSC operates on a three-year survey cycle. Each year in the cycle, a random sample is selected from a different group of undergraduates: first-year, middle-year, or graduating students. In 2021, the survey focused on graduating students.

## Methodology

An invitation to complete the online survey was e-mailed to a random sample of 1,500 Carleton students who were deemed eligible to graduate (given their credit profile and registration status at the time the sample was taken). 583 Carleton students responded to the survey (includes partial responses). The completed response rate<sup>2</sup> for Carleton was 30.4% compared to 29.5% for all of CUSC. This year's completed response rate for Carleton is higher compared to 2018 (27.1 %).

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 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**<sup>3</sup>.

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

<sup>2</sup> 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.

<sup>3</sup> 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.

In order to get a sense of how Carleton is doing over time, the 2021 results have been compared to results from the 2018 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 noted<sup>4</sup>. 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 2021 CUSC student survey is presented in Table 1. The profile of respondents at comparable institutions (Groups 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 Groups 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 Groups 2 and 3 universities has been included.

Fifty-eight percent of respondents from Carleton were female, this is a lower proportion than for Groups 2 and 3 (65%) but similar to 2018. However, Carleton's proportion of female respondents is higher than the eligible survey population (52%).

Seventy-two percent of Carleton respondents were under 23 years of age, this is a higher proportion than Groups 2 and 3 at 56%, and similar to 2018. Carleton respondents were more likely than the Groups 2 and 3 to be international students (11% vs 8%). This proportion is similar to 2018.

Forty-four percent of Carleton respondents self-identified as being members of a racialized group, compared to 49% of respondents in Groups 2 and 3. Carleton proportion is similar to 2018.

Carleton respondents were more likely than the Groups 2 and 3 to report having a disability (31% vs 26%). However, the increase noted at Carleton from the past survey in 2018 is not statistically significant. Mental health was reported as the most common disability, with 19% of Carleton

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<sup>4</sup> Chi-square and Somers'd tests.  $\alpha = 0.05$ . Statistical tests exclude Carleton from Groups 2 and 3.

respondents reporting a mental health disability, similar to the average of Groups 2 and 3, and similar to Carleton respondents in 2018.

**Table 1: Proportional Profile of Respondents**

	Carleton (n=583)	Groups 2 and 3 (n=10,397)		
		Average	Low	High
Female*	58%	65%	51%	74%
Under 23 years of age*	72%	56%	14%	81%
International students*	11%	8%	4%	19%
First generation students	12%	14%	10%	20%
Members of a racialized group*	44%	49%	21%	72%
Indigenous	2%	3%	1%	11%
Students with a disability*	31%	26%	20%	35%
Disability always limit daily activities	9%	7%	4%	9%
Living in rental accommodations*	43%	35%	22%	63%
Living with parents*	51%	56%	23%	71%
Living in on-campus housing	0%	1%	0%	3%
Students who work while studying	58%	56%	43%	62%
Average number of hours worked per week (all respondents who worked)	20	20	16	23
Median grade (self-reported) so far at university	B	B	B	A
*Denotes statistically significant difference between Carleton and the average of Groups 2 and 3				

Carleton respondents are more likely to be living in rental accommodations than the average of Groups 2 and 3 (43% vs 35%), and less likely to be living with parents (51% vs 56%). The Covid-19 pandemic has had a direct impact on where students reside. For instance, compared to 2018, Carleton respondents in 2021 are less likely to be living in rental accommodations (61% vs 43%), less likely to be living on campus housing (3% vs 0%) and more likely to be living with parents (31% vs 51%).

Fifty-eight percent of graduating Carleton respondents reported working while studying for an average of 20 hours per week, similar to that of Groups 2 and 3. The average hours worked by Carleton respondents is higher than the 18 hours reported in 2018. 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 Groups 2 and 3). These results are therefore best interpreted controlling for hours worked (Table 1a).

<b>Table 1a: Impact of Work on Academic Performance (Full-Time Students)</b>				
<b>Hours worked</b>	<b>Carleton</b>		<b>Groups 2 and 3</b>	
	% Hours worked	% Negative impact	% Hours worked	% Negative impact
<b>10 or less</b>	13%	22%	19%	Similar
<b>10.5 to 15</b>	29%	38%	31%	Similar
<b>15.5 to 20</b>	28%	58%	22%	Similar
<b>20.5+</b>	30%	52%	28%	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 between Carleton and Groups 2 and 3.				

The self-reported median grade (B) was similar between the respondents at Carleton and those on average in Groups 2 and 3 as well as among 2018 Carleton respondents.

## Academic profile

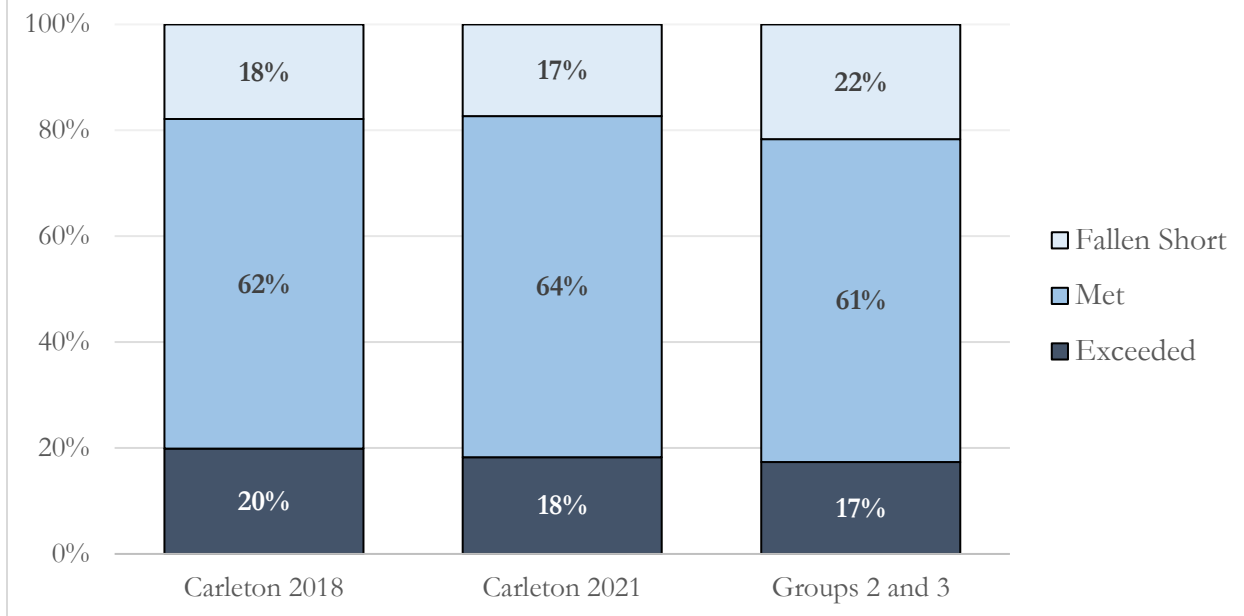
The typical Carleton student is studying full time (90% compared to 79% for the Groups 2 and 3) with a B- to B+ (55%) average, and had some work integrated or service learning experience as part of their program (50%). Forty-four percent have delayed completing their program (compared to 35% in Groups 2 and 3, and to 39% in 2018), 22% have interrupted their studies for one or more terms, and 11% of students have transferred from another university (compared to 20% for Groups 2 and 3).

## Results

### Overall Satisfaction with University Experience

In the 2021 CUSC survey, graduating students were asked about their overall experience at their university and how it compared to their expectations. Eighty-three percent of Carleton respondents reported that the university had either met or exceeded their expectations (Figure 1), this was comparable to respondents in Groups 2 and 3, on average. Results are not statistically significantly different between 2021 and 2018 (Figure 1).

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



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 Groups 2 and 3 (93% satisfied and very satisfied vs. 86%).

**Table 2: Overall Evaluation**

Level of satisfaction with... (Proportion of Respondents who are Satisfied and Very Satisfied)	Carleton		Groups 2&3
	2018	2021	2021
Opportunities to develop lasting friendships	Similar	78%	Similar
The availability of information about career options in your area of study	Similar	58%	Similar
The concern shown by the university for you as an individual	Similar	53%	Similar
The overall quality of the education you have received at this university	Similar	86%	Similar
Opportunities to enhance your education through activities beyond the classroom (e.g., undergraduate research, service-learning)	Similar	64%	Similar
Opportunities to participate in international study or student exchanges	Similar	62%	Similar
Opportunities to become involved in campus life	Similar	78%	Similar
Personal safety on campus*	Similar	93%	86%
Your university's commitment to environmental sustainability	Similar	76%	Similar



Level of agreement... (Proportion of Respondents who Agree or Strongly Agree)	2018	2021	Groups 2&3
I have received good value for money at this university#	Similar	59%	Similar
I feel as if I belong at this university	Similar	80%	Similar
Indigenous course content has enriched my university experience	N/A	73%	Similar
Participation in Indigenous activities or events has enriched my university experience	N/A	59%	Similar
*Denotes statistically significant difference between Carleton and the average of Groups 2 and 3			
# Item compared to Groups 2 and 3 for Ontario Universities only			

At Carleton, 53% of graduating respondents reported being satisfied or very satisfied with the concern shown by the university for them as individuals, while 86% reported being satisfied or very satisfied with the overall quality of the education they have received. Results are similar for Groups 2 and 3 and Carleton results in 2018 (Figure 2).

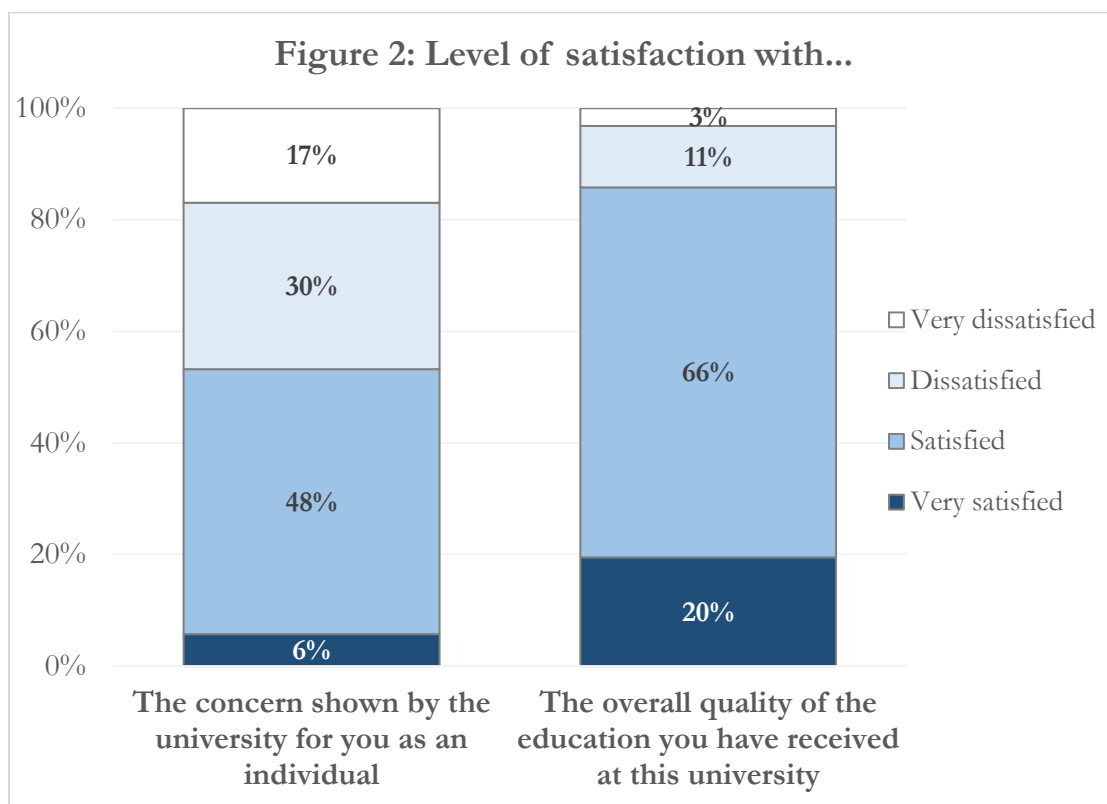
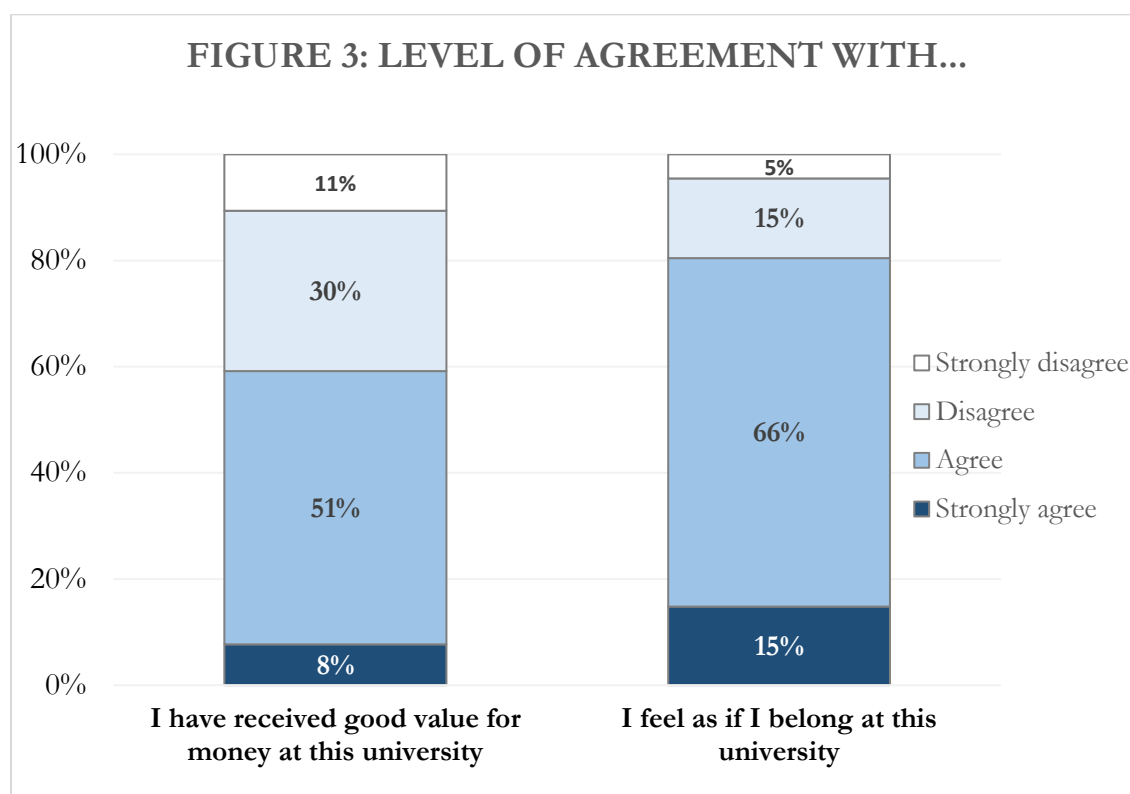


Figure 3 shows that 59% percent of Carleton graduating respondents agree or strongly agree that they have received good value for money at this university (similar to respondents in Group 2 and 3

for Ontario Universities). And 80% of Carleton respondents feel as if they belong at this university. Similar to Groups 2 and 3 and to Carleton in 2018.



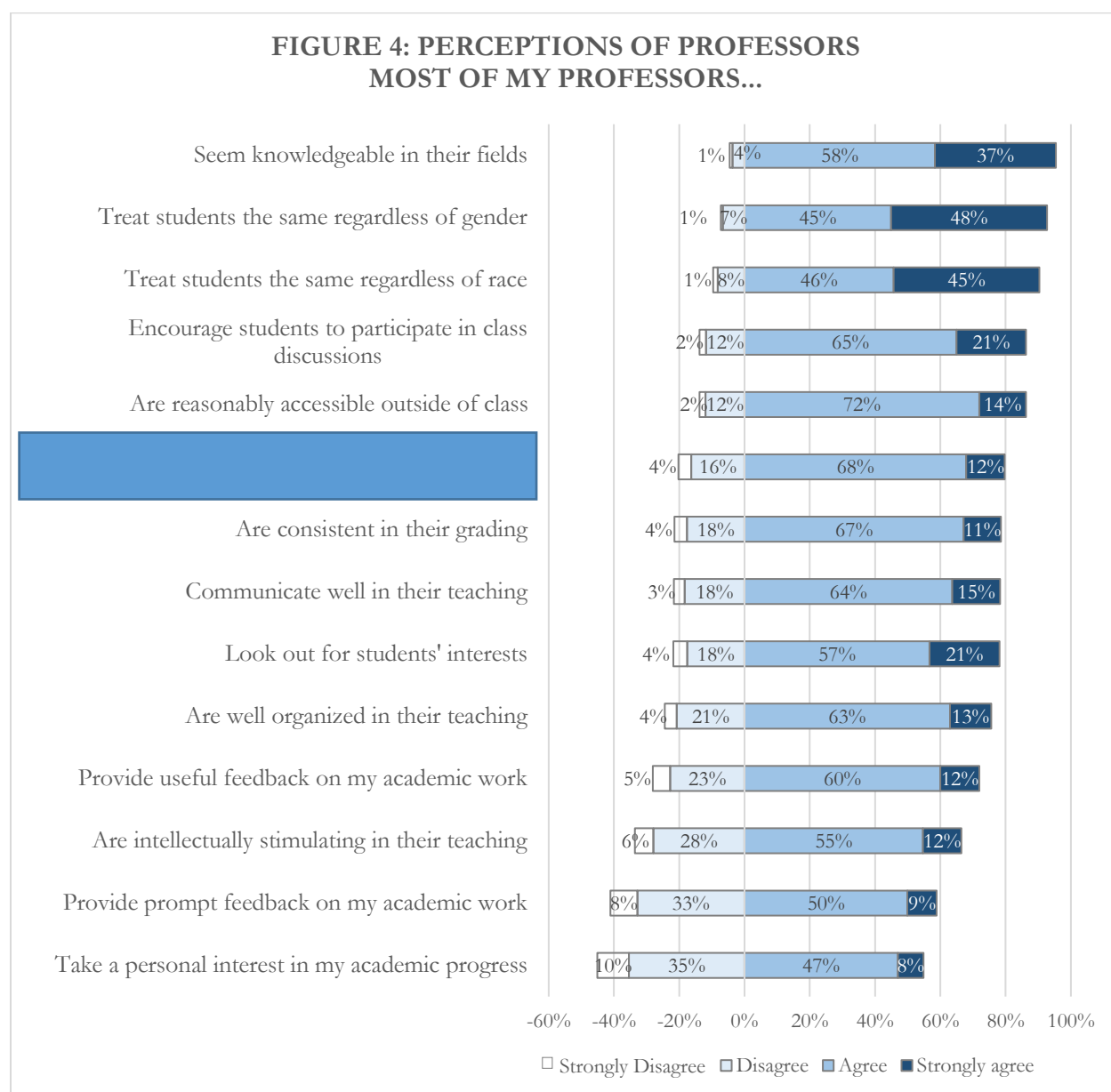
Students were asked to rate the likelihood they would recommend their university to a friend or family member on a scale from 0 (not at all likely) to 10 (extremely likely). Twenty-five percent of Carleton respondents gave a rating of 9 and 10, and 49% rated it 7 and 8. These results are similar to those of Groups 2 and 3, and to Carleton's results in 2018.

## 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 percent of Carleton respondents agreed or strongly agreed that they were generally satisfied with the quality of teaching they had received. This is similar to Groups 2 and 3, however, it's lower than the 85% of Carleton respondents in 2018. Additionally, specific questions were asked with respect to teaching and teaching-related

interactions. Figure 4 shows that, in general, Carleton respondents have positive experiences with faculty with almost half of the measures being above 80% in agreement.



Generally, Carleton respondents reported similar perceptions to the Groups 2 and 3, with the exception that Carleton respondents were less likely to agree or strongly agree to the following statements:

- Are reasonably accessible outside of class (86% vs 90% agree or strongly agree).

- Take a personal interest in my academic progress (55% vs 61%).
- Encourage students to participate in class discussion (86% vs 90%).
- Are intellectually stimulating in their teaching (66% vs 73%).

Additionally, any changes over time at Carleton have been in a decreasing trend. Specifically, Carleton respondents were less likely to agree or strongly agree that their professors:

- Are reasonably accessible outside of class (86% vs 90%).
- Are well organized in their teaching (76% vs 82%).
- Communicate well in their teaching (78% vs 83%).
- Provide prompt feedback on my academic work (59% vs 70%).
- Treat students the same regardless of race (90% vs 94%).
- Generally, I am satisfied with the quality of teaching I have received (80% vs 85%)

See Appendix C for a more detailed summary of satisfaction results for teaching among Carleton respondents and comparison groups.

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” (41%) was selected most often, followed by “are well organized in their teaching” (32%) and “seeming knowledgeable in their field” (32%).

Overall, almost all students were given the chance to evaluate the quality of teaching in their courses; however, only 37% of respondents at Carleton say they were able to evaluate the teaching in all their courses. This is lower than the 53% of respondents from Groups 2 and 3, and lower to the 66% of Carleton respondents in 2018. This drop can be largely explained by the temporary provision of an exception for some Faculty members to not have course evaluations during the Covid-19 pandemic.

<b>Table 3: Most important aspect of Professors</b>			
	Carleton 2018	Carleton 2021	Groups 2 & 3
Communicate well in their teaching	Similar	41%	Similar
Are well organized in their teaching	Similar	32%	38%
Seem knowledgeable in their fields	Similar	32%	Similar
Are intellectually stimulating in their teaching	Similar	31%	Similar
Provide useful feedback on my academic work	20%	27%	Similar
Are reasonably accessible outside of class	17%	25%	Similar
Take a personal interest in my academic progress	Similar	22%	Similar
Look out for students' interests	11%	21%	Similar
Treat students the same regardless of race	10%	19%	Similar
Are consistent in their grading	12%	17%	Similar
Treat students the same regardless of gender	11%	14%	Similar
Encourage students to participate in class discussions	Similar	12%	Similar
Provide prompt feedback on my academic work	5%	8%	Similar
Difference between Carleton (2021) and Groups 2 & 3, or Carleton 2018 is statistically significant when shown.			
Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.			

Graduating students were also asked about their perceptions of staff, and most respondents agree that “most university support staff (e. g., clerks, secretaries, etc.) are helpful (84% agree or strongly agree), also, 77% of respondents agree or strongly agree that “most teaching assistants are helpful”. This is similar to results in Groups 2 and 3 and to Carleton results in 2018.

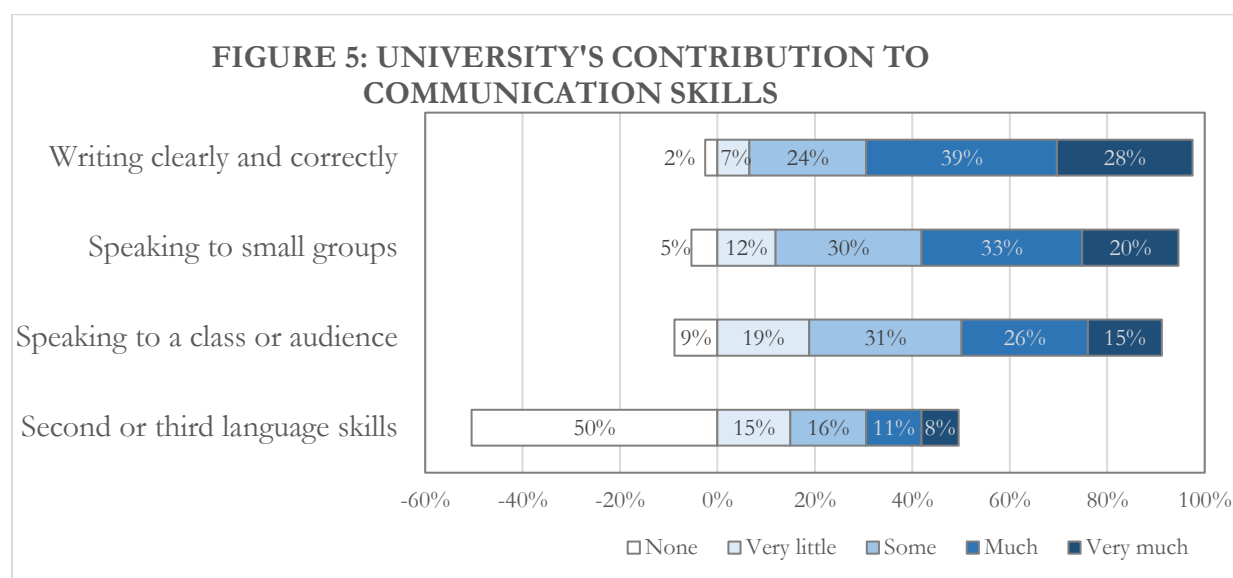
## Growth and Development

Graduating students were asked how much their experience at their university contributed to their growth and development in 30 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.

### Contribution to communication skills

Among the four communication skills rated, Carleton university contributed most to students’ growth and development in writing clearly and correctly (67% much or very much) and least to second or third language skills (19% much or very much) (Figure 5). Differences between Carleton and Groups 2 and 3 were statistically significant, with Carleton being less likely to contribute much and very much in speaking to small groups (53% vs 60%), and in speaking to a class or audience

(41% vs 48%). Compared to Carleton's respondents in 2018, Carleton's respondents in 2021 were less likely to speak to a class or audience much or very much (41% vs 49%).

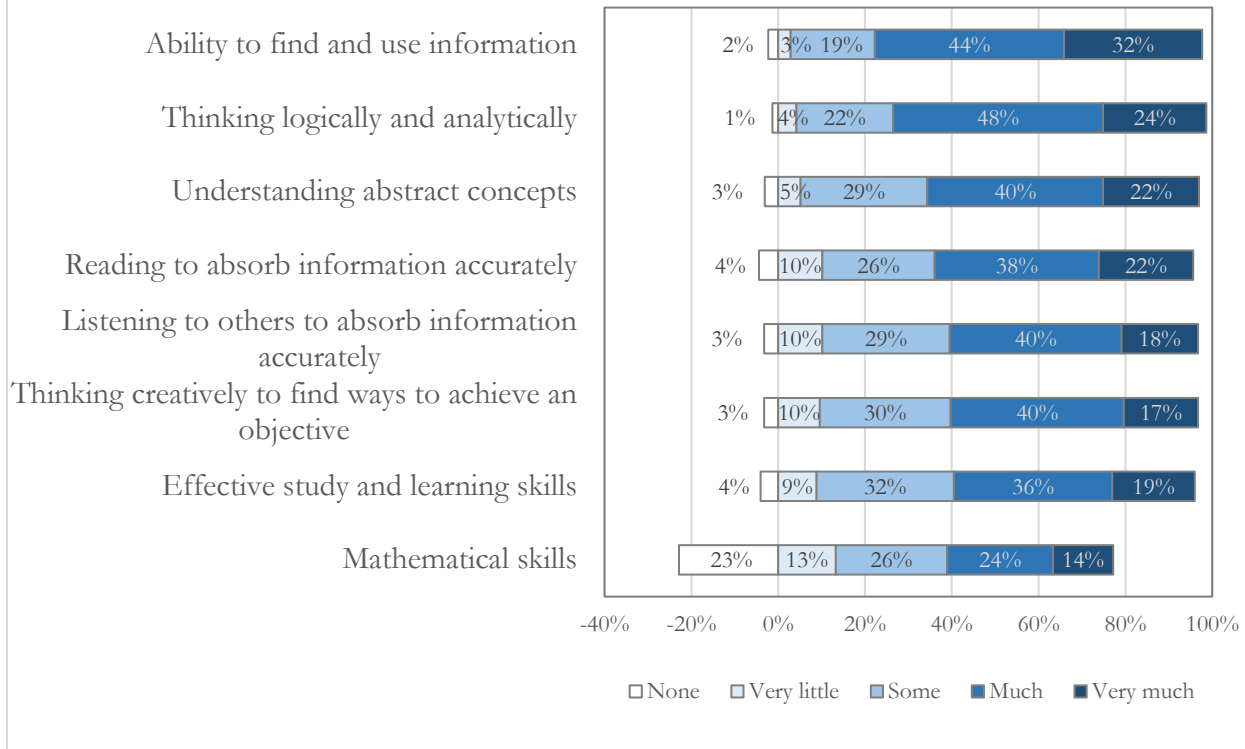


### Contribution to analytical and learning skills

Graduating students assessed Carleton's contribution to eight analytical and learning skills, and indicated that Carleton contributed most to their ability to find and use information (75% much or very much), closely followed by thinking logically and analytically (72% much or very much), and indicated that Carleton contributed least to mathematical skills (38% much or very much) (Figure 6).

Differences between Carleton respondents and the Groups 2 and 3 are not statistically significant neither are any differences at Carleton between 2021 and 2018.

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

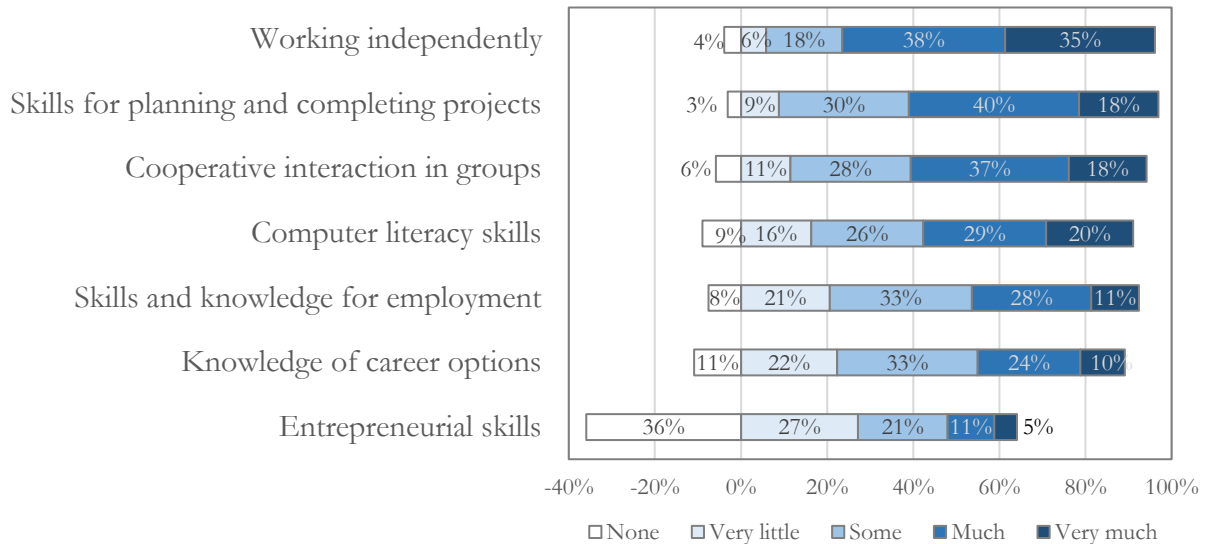


## Contribution to working skills

From the seven areas that make up this category, graduating students said that Carleton contributed the most to working independently (73% much or very much), and the least to entrepreneurial skills (16% much or very much) (Figure 7).

When comparing Carleton responses to those of Groups 2 and 3, Carleton was reported less likely to contribute much or very much to entrepreneurial skills (16% vs 22%), and to cooperative interactions in groups (55% vs 62%). Differences at Carleton between 2021 and 2018 are not statistically significant.

**FIGURE 7: UNIVERSITY'S CONTRIBUTION TO WORKING SKILLS**



## Contribution to life skills

The eleven 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 (63% 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 (15% much or very much) (Figure 8).

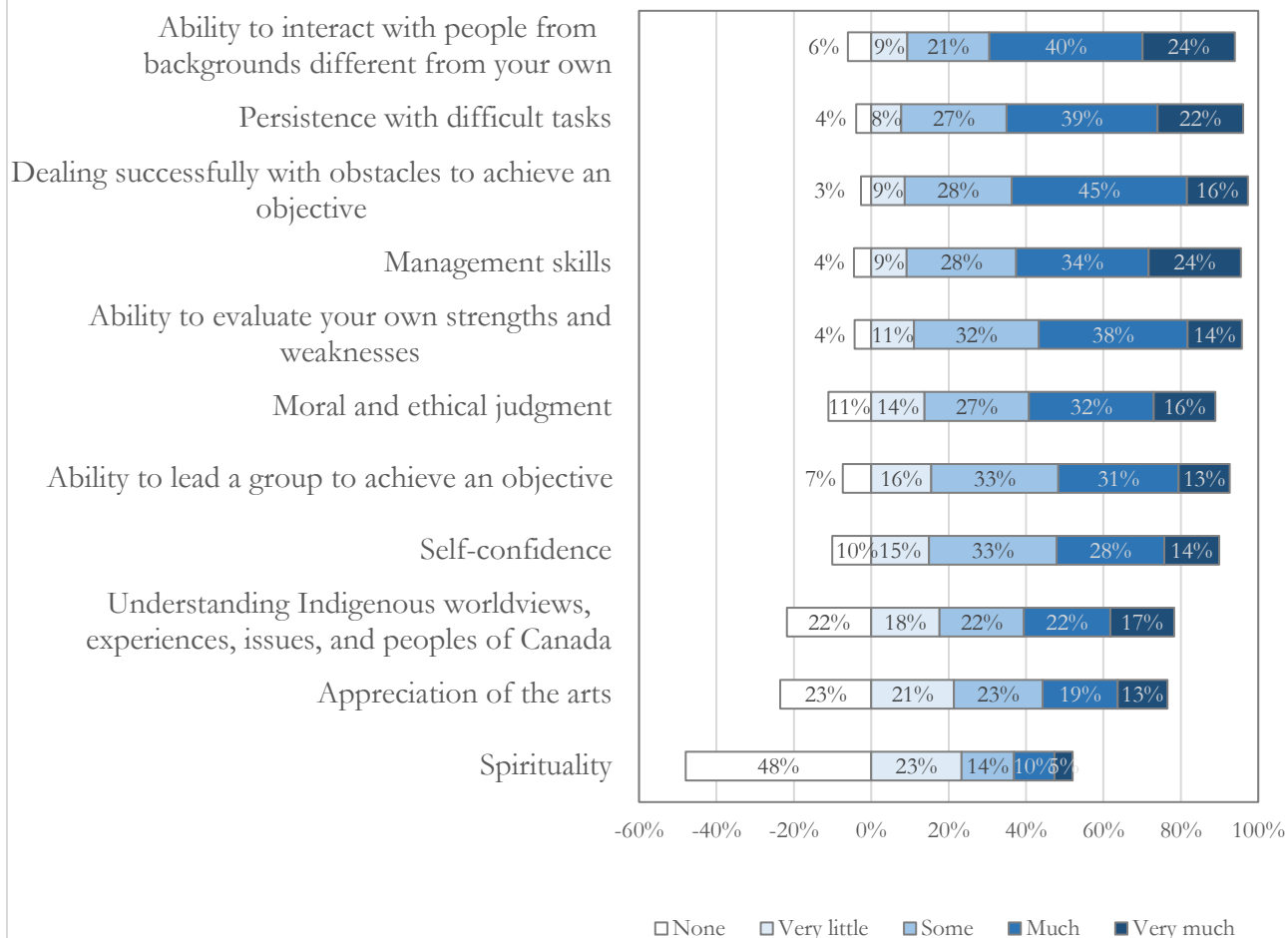
Differences between Carleton and Groups 2 and 3 respondents were statistically significant for four areas, with Carleton's results being lower in all of them:

- Spirituality (15% vs 16%)
- Understanding Indigenous worldviews, experiences, issues, and peoples of Canada (39% vs 41%)
- Ability to lead a group to achieve an objective (44% vs 51%)
- Ability to interact with people from backgrounds different from your own (63% vs 65%)

Differences at Carleton between 2021 and 2018 are not statistically significant.



**FIGURE 8: UNIVERSITY'S CONTRIBUTION TO LIFE SKILLS**



Students rated their university's contribution to the above 39 areas, and they were also asked to rank the top three most important areas. For Carleton respondents, thinking logically and analytically (39%) is ranked as most important, well ahead of skills and knowledge for employment (21%), and ability to find and use information (21%). Results for the Groups 2 and 3 were almost in the same order: thinking logically and analytically (37%), skills and knowledge for employment (25%), and dealing successfully with obstacles to achieve an objective (24%).

## 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 (14% often or very often) to attended campus cultural events (theatre, concerts, art exhibits, etc.) (4% 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			
Since last September, how often have you ... (proportion of respondents who participated 'often' and 'very often')	Carleton 2018	Carleton 2021	Groups 2 and 3
Attended campus social events	12%	7%	Similar
Attended public lectures and guest speakers on campus	10%	7%	Similar
Attended campus cultural events (theatre, concerts, art exhibits, etc.)*	7%	4%	4%
Participated in student government	3%	10%	Similar
Participated in student clubs	24%	14%	Similar
Participated in on-campus student recreational and sports programs	17%	10%	9%
Attended home games of university athletic teams	9%	6%	5%
Participated in on-campus community service/volunteer activities	12%	5%	Similar
Participated in off-campus community service/volunteer activities	17%	10%	Similar
* When comparing Carleton to Groups 2 and 3, most of the difference is on the 'Occasionally' option, not shown. For Carleton, differences in frequency of participation between 2018 and 2021 are statistically significant for all items; this is likely a Covid-19 impact.			

Compared to Group 2 and 3, Carleton graduating respondents more frequently participate in on-campus student recreational and sports programs, attend home games of university athletic teams, and attended campus cultural events (theatre, concerts, art exhibits, etc.).

Compared to Carleton respondents in 2018, respondents in 2021 more frequently participated in student government. However, they participated in all the other activities less frequently; this is likely due to Covid-19 and the resulting restrictions.

Thirty-eight percent of graduating students volunteered at least occasionally on or off campus in the past year, including 13% of students who participate often and very often in community service or volunteer activities. Among those who participated in volunteer activities, the typical student spent about 4.4 hours a week volunteering. There are no statistically significant differences between Carleton and Groups 2 and 3. The proportion of Carleton respondents that volunteered at least occasionally on or off campus decreased from 50% in 2018 to 38% in 2021.

Students spend time on academic work both inside and outside the classroom. On average, graduating respondents at Carleton spend about 36 hours a week on their academic work, compared to 32hrs/week for the comparison group, and to 33 hrs/week compared to 2018. Carleton respondents spent 15 hours per week, on average, on scheduled classes, labs, seminars and tutorials, compared to 13 hrs/week for Groups 2 and 3, but similar to 2018. 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 Groups 2 and 3 (67% vs 53%). The average number of hours per week spent on academic work outside of class for Carleton respondents was 21, similar to Groups 2 and 3, however, higher than Carleton respondents in 2018 (18). When distributed across different segments, Carleton's respondents in 2021 are more likely to spend more than 11 hours per week on academic work outside of class than respondents in 2018 (70% vs 63%).

## Goal Development

### Education goals

Since beginning their post-secondary education, 37% of graduating respondents at Carleton have changed their major or program, this is a higher proportion than the 31% of respondents from Groups 2 and 3, but similar to Carleton respondents in 2018.

After the completion of their undergraduate program, 23% of Carleton respondents intend to apply to a professional program, and 43% intend to apply to graduate school, the latter is a higher proportion of respondents compared to 2018 (38%). In total, 54% 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 2018.

## Future career goals

Overall, 26% 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 17% saying they know their options very well.

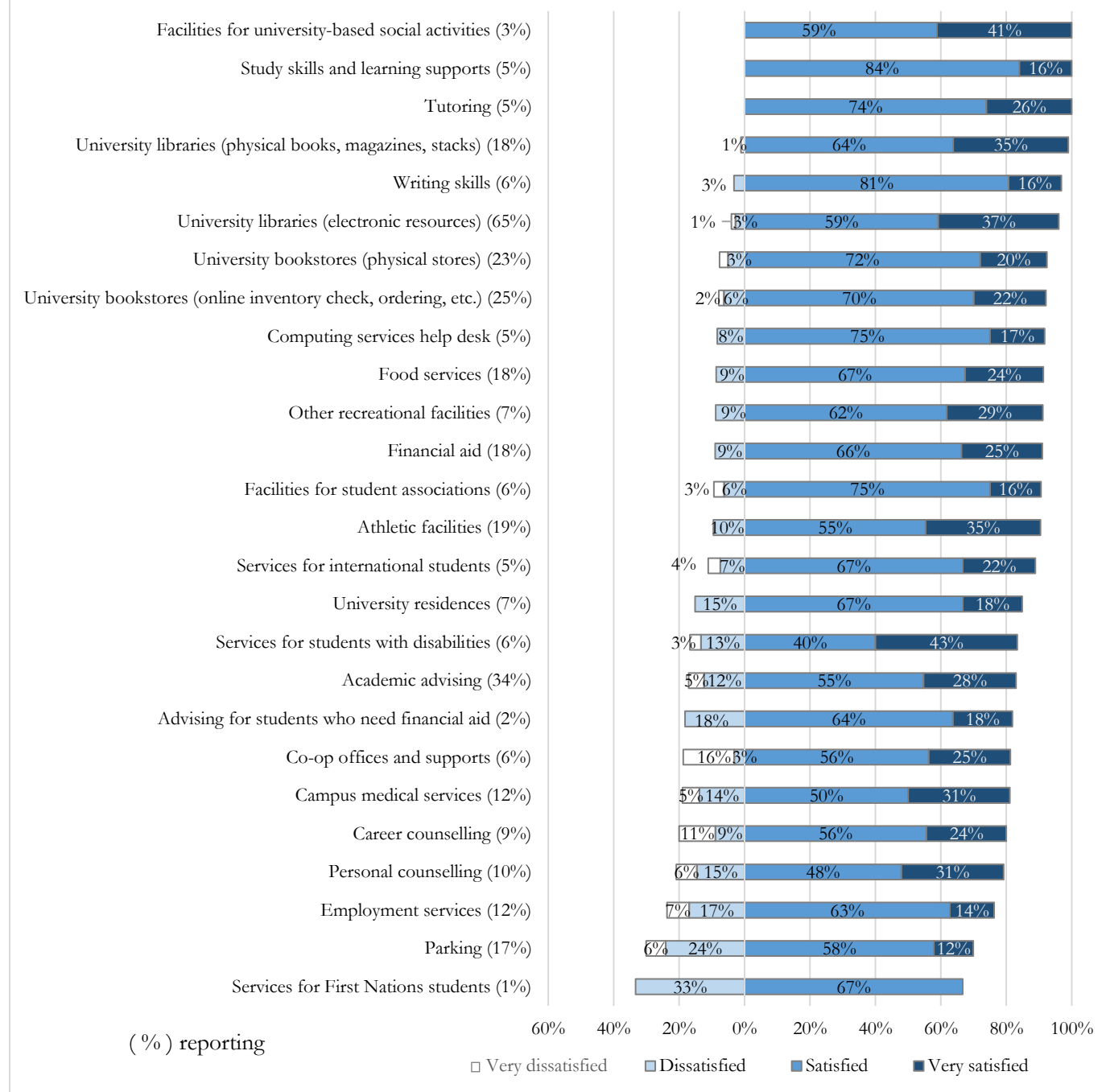
Table 5: Future Career Goals		
Which of the following best describes your career plans? *	Carleton	Groups 2 and 3
I have a specific career in mind	26%	33%
I have several possible careers in mind	39%	36%
I have some general ideas but I need to clarify them	25%	22%
I am unsure, but I want to develop a career plan	9%	8%
I am not thinking about a career at this stage of my studies	2%	1%
How well do you know the career options your program or intended program could open for you?	Carleton	Groups 2 and 3
Very well	17%	Similar
Fairly well	52%	
Only a little	27%	
Not at all	4%	
Steps taken to prepare for employment/career after graduation. Choose all that apply	Carleton	Groups 2 and 3
Created resume or curriculum vitae (CV)	78%	Similar
Talked with friends about employment/career	76%	Similar
Talked with parents/family about employment/career	75%	Similar
Talked with professors about employment/career	43%	Similar
Worked in my chosen field of employment	42%	Similar
Attended an employment fair	36%	Similar
Volunteered in my chosen field of employment*	24%	30%
Met with a career counsellor	18%	Similar
I have a career mentor*	7%	10%
None of the above	4%	Similar
*Difference between Carleton and Groups 2 and 3 are 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 Groups 2 and 3, Carleton respondents were more likely to use athletic facilities (19% vs 12%), and university residences (7% vs 4%); and less likely to use university bookstores (online inventory check, ordering, etc.) (25% vs 35%), financial aid (18% vs 22%) and career counselling (9% vs 13%).

When we compare usage among Carleton respondents over time (2021 vs 2018), whenever differences are statistically significant, we can only see a decrease in usage, some of them are clearly impacted by Covid-19: university libraries (electronic resources) (65% vs 74%), food services (18% vs 72%), university bookstores (physical stores) (23% vs 58%), university libraries (physical books, magazines, stacks) (18% vs 53%), athletic facilities (19% vs 47%), parking (17% vs 42%), campus medical services (12% vs 31%), financial aid (18% vs 26%), employment services (12% vs 16%), career counselling (9% vs 14%), other recreational facilities (7% vs 12%), facilities for university-based social activities (3% vs 12%), facilities for student associations (6% vs 11%), computing services help desk (5% vs 10%), and services for students with disabilities (6% vs 9%).

In comparison to the average satisfaction levels of Groups 2 and 3, Carleton's respondents reported higher levels of satisfaction with parking (70% vs 48% satisfied or very satisfied). When compared to 2018, 2021 Carleton respondents reported higher levels of satisfaction with food services (91% vs 80% satisfied or very satisfied). For a more detailed summary of results, please see Appendix E.

## Conclusion

Compared to the average of Groups 2 and 3, Carleton respondents are more likely to be under 23 years of age (72% vs 56%), to be international students (11% vs 8%) and to self-identify as having a disability (31% vs 26%). Mental health is reported as the most common disability, which is not only the case at Carleton, but also at the comparison groups.

Overall, 83% of Carleton graduating respondents reported that the university had either met or exceeded their expectations. While only 53% of respondents were satisfied with the concern shown by the university for them as individuals, 86% were satisfied with the overall quality of education they received, and 80% feel as if they belong at Carleton University.

Eighty percent of Carleton respondents were generally satisfied with the quality of teaching they had received, which is similar to the Groups 2 and 3, but lower than the 85% of Carleton's respondents in 2018. While overall, students have positive experiences with faculty and staff, there was a noticeable decrease this year, compared to 2018, in students' perceptions of professors, perhaps accentuated by the pandemic.

Another direct result of the pandemic is the decrease in respondent's participation in different campus activities, as well as community service and volunteer activities, as compared to 2018, with the exception of participation in student government, which went from 3% (often or very often) to 10% in 2021.

On average, graduating respondents at Carleton spend about 36 hours a week on their academic work, compared to 32hrs/week for Groups 2 and 3, and to 33 hrs/week in 2018. Carleton respondents spent 15 hours per week, on average on scheduled classes, labs, seminars and tutorials, compared to 13 hrs/week for Groups 2 and 3. 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 Groups 2 and 3 (67% vs 53%). The average number of hours per week spent on academic work outside of class for Carleton respondents was 21, higher than Carleton respondents in 2018 (18). When distributed across different segments, Carleton's respondents in 2021 are more likely to spend more than 11 hours per week on academic work outside of class than respondents in 2018 (70% vs 63%).

After the completion of their undergraduate program, 23% of Carleton respondents intend to apply to a professional program, and 43% intend to apply to graduate school, the latter is a higher proportion of respondents compared to 2018 (38%). Concerning their career goals, 26% of graduating students have a specific career in mind while another 39% have several possible careers in mind.

The 2021 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 2022, 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 AGREEMENT

WHEREAS:

PREAMBLE

A. The mission of the Canadian University Survey Consortium - Consortium canadien de recherche sur les étudiants universitaires (the Corporation, or CUSC-CCREU) is to assess the Canadian university experience by surveying representative student populations enrolled in participating universities.

The Consortium is a membership not-for-profit corporation. It supports the annual collection, management, analysis and dissemination of survey data. Results provide measures of student characteristics, activities, and perceptions of the quality of their educational experience at their universities as well as a broad base of comparative information for the benefit of participating institutions.

B. The purpose of the Consortium is to:

- Offer students an opportunity to assess their university experience.
- Provide access to a broad base of comparative and collective data on the Canadian university experience, including measures of student characteristics, experiences, participation, expectations and satisfaction.
- Manage and provide reliable, consistent data to track over time the quality of the post-secondary experience as perceived by students, in order to assess institutional strengths and educational outcomes, and to inform decisions about needed improvements.
- Contribute to accountability reports to institutional governing bodies, governments and the public.

C. The exchange of confidential data among member institutions requires goodwill and trust among the members. This Agreement shall be guided by the principle that members of CUSC-CCREU will act in the best interests of all members of the Corporation. The primary consideration in issues of disclosure of research results shall be the avoidance of public comparisons that could damage the reputation of a member institution;

D. Statistical measures and analysis of survey data may be of interest to wider audiences than the members of the Corporation for policy formulation, advocacy or publication of research. Members are encouraged to make best use of the survey data, including publication of research results, observing confidentiality requirements;

E. The Corporation and the Member wish to define their respective obligations in relation to the use of the Data that is shared between the Corporation and the Members;

NOW THEREFORE, in consideration of the premises and the mutual promises herein made, and in consideration of the representations, warranties, undertakings and covenants herein contained, of the Corporation and the Member, the parties hereby agree as follows:

#### DEFINITIONS

1. In this Agreement, unless the context otherwise specifies or requires:

- a) “Data” means an electronic record of the answers to the questions on the survey instrument given by each respondent at the universities which participated in the survey.
- b) “Aggregate Data” means all of the data or data for groups of universities. Generally, aggregate data is expressed as statistics and research findings across data drawn from all universities or groups of universities.
- c) “Member Institution” and “Member” mean a university which is a member of CUSC-CCREU.
- d) “Publish” means dissemination of research findings beyond the senior administration of a member institution.
- e) “Senior Administration” means the officers of a member institution with overall responsibility for academic programs and student services.

#### OWNERSHIP OF SURVEY DATA

- 2. The data collected in surveys of students attending a member institution is the property of that institution.

#### EXCHANGE OF SURVEY DATA AMONG MEMBERS

- 3. Each member will make its survey data available to the other members for the general purposes as outlined in the Preamble herein. Each member is bound by restrictions on the use and disclosure of data belonging to other members.

#### COMPARISONS LIMITED TO AGGREGATE DATA

- 4. The only interuniversity comparisons permitted for publication or circulation beyond a member’s senior administrators are those that are based on the aggregate data for all members or the aggregate data for the groups of members identified by CUSC-CCREU.
- 5. A member may prepare and circulate reports based on aggregated data from selected groups of member institutions for internal use only to senior administrators of its institution.

#### LIMITATIONS ON THE USE OF DATA

- 6. A member may not publish statistical measures or analysis of its own data for purposes of institutional promotion in a manner that would harm the reputation of another member institution.
- 7. Members may not publish statistical measures or analysis of data collected at another member institution with the name of the institution disclosed. Members may publish statistical measures and analysis of their own data.
- 8. A member may not publish statistical measures or analysis of data collected at another member institution that would allow an informed reader to identify the institution by reference to location, uncommon programs or other information contained in the published material.

#### REQUIREMENTS FOR CONFIDENTIALITY

- 9. A member may make available to its senior administrators statistical measures and analysis of data from another member, with the identity of the member disclosed, for the purposes outlined in the Preamble above. The member disclosing the identity of another member in these circumstances must ensure that those to whom the information is made available are aware of its confidential nature and restricted audience.
- 10. A member institution may be requested to disclose data or statistical measures under freedom of information legislation or other requirements for accountability. In these circumstances members may

disclose their own data in order to fulfill the request. Members shall not disclose data that belongs to other member institutions unless the request explicitly demands it and legal counsel advises that the request must be fulfilled. If it must be fulfilled the member institution shall notify immediately the other member institution(s). If it does not have to be fulfilled the requester should be referred to the other member institution(s) which should be notified immediately.

#### EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY

11. The survey instruments and methodology are for the exclusive use of the members and are not to be shared with organizations outside the Corporation.

#### INDEMNITY

12. The Member indemnifies and holds the Corporation, its directors, officers, employees or agents harmless in respect of any claim which may be brought against the Corporation, or which may be suffered or incurred directly or indirectly as a result of a breach of the Member's obligations under this Agreement or as a result of the negligent or willful act of the Member, its directors, officers, employees or agents.

#### SEVERABILITY

13. Should any portion of this Agreement be declared invalid or unenforceable, then such portion shall be deemed to be severable from this Agreement and shall not affect the remainder hereof.

## Appendix B: Group 2 and Group 3 Institutions participating in 2021 CUSC survey

### Group 2

Brock University

Carleton University

Lakehead University

Ryerson University

Simon Fraser University

Thompson Rivers University

University of New Brunswick (Fredericton)

University of Regina

University of Victoria

Wilfrid Laurier University

### Group 3

Concordia University

McMaster University

University of Calgary

## Appendix C: Perceptions of Professors and Staff

Most of my professors...		Strongly disagree	Disagree	Agree	Strongly agree
Are reasonably accessible outside of class	Carleton 2021	2%	12%	72%	14%
	Groups 2 and 3	2%	8%	71%	19%
	Carleton 2018	2%	8%	70%	21%
Take a personal interest in my academic progress	Carleton 2021	10%	35%	47%	8%
	Groups 2 and 3	8%	30%	51%	10%
	Carleton 2018	Similar			
Encourage students to participate in class discussions	Carleton 2021	2%	12%	65%	21%
	Groups 2 and 3	2%	8%	65%	25%
	Carleton 2018	Similar			
Are well organized in their teaching	Carleton 2021	4%	21%	63%	13%
	Groups 2 and 3	Similar			
	Carleton 2018	3%	15%	69%	14%
Seem knowledgeable in their fields	Carleton 2021	1%	4%	58%	37%
	Groups 2 and 3	Similar			
	Carleton 2018	Similar			
Communicate well in their teaching	Carleton 2021	3%	18%	64%	15%
	Groups 2 and 3	Similar			
	Carleton 2018	4%	13%	65%	18%
Are intellectually stimulating in their teaching	Carleton 2021	6%	28%	55%	12%
	Groups 2 and 3	5%	22%	59%	14%
	Carleton 2018	Similar			
Provide useful feedback on my academic work	Carleton 2021	5%	23%	60%	12%
	Groups 2 and 3	Similar			
	Carleton 2018	Similar			
Provide prompt feedback on my academic work	Carleton 2021	8%	33%	50%	9%
	Groups 2 and 3	Similar			
	Carleton 2018	5%	24%	59%	12%
Are consistent in their grading	Carleton 2021	4%	18%	67%	11%
	Groups 2 and 3	Similar			
	Carleton 2018	Similar			
Treat students the same regardless of gender	Carleton 2021	1%	7%	45%	48%
	Groups 2 and 3	Similar			
	Carleton 2018	Similar			

Most of my professors...		Strongly disagree	Disagree	Agree	Strongly agree
Treat students the same regardless of race	Carleton 2021	1%	8%	46%	45%
	Groups 2 and 3	Similar			
	Carleton 2018	2%	4%	43%	51%
Look out for students' interests	Carleton 2021	4%	18%	57%	21%
	Groups 2 and 3	Similar			
	Carleton 2018	Similar			
Generally, I am satisfied with the quality of teaching I have received	Carleton 2021	4%	16%	68%	12%
	Groups 2 and 3	Similar			
	Carleton 2018	4%	11%	69%	15%
Most teaching assistants in my academic program are helpful	Carleton 2021	6%	18%	62%	15%
	Groups 2 and 3	Similar			
	Carleton 2018	Similar			
Most university support staff (e.g., clerks, secretaries, etc.) are helpful	Carleton 2021	6%	11%	60%	24%
	Groups 2 and 3	Similar			
	Carleton 2018	Similar			
Proportion for Carleton 2018 and Groups 2 and 3 shown when statistically significantly different from Carleton 2021.					

## Appendix D: Growth and Development

How much has this university contributed to your development in:		None	Very little	Some	Much	Very much
<b>Thinking logically and analytically</b>	Carleton 2021	1%	4%	22%	48%	24%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Mathematical skills</b>	Carleton 2021	23%	13%	26%	24%	14%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Dealing successfully with obstacles to achieve an objective</b>	Carleton 2021	3%	9%	28%	45%	16%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Thinking creatively to find ways to achieve an objective</b>	Carleton 2021	3%	10%	30%	40%	17%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Understanding abstract concepts</b>	Carleton 2021	3%	5%	29%	40%	22%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Speaking to small groups</b>	Carleton 2021	5%	12%	30%	33%	20%
	Groups 2 and 3	4%	9%	27%	38%	23%
	Carleton 2018			Similar		
<b>Speaking to a class or audience</b>	Carleton 2021	9%	19%	31%	26%	15%
	Groups 2 and 3	7%	14%	31%	30%	18%
	Carleton 2018	8%	15%	27%	29%	21%
<b>Writing clearly and correctly</b>	Carleton 2021	2%	7%	24%	39%	28%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Reading to absorb information accurately</b>	Carleton 2021	4%	10%	26%	38%	22%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Listening to others to absorb information accurately</b>	Carleton 2021	3%	10%	29%	40%	18%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Ability to find and use information</b>	Carleton 2021	2%	3%	19%	44%	32%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Second or third language skills</b>	Carleton 2021	50%	15%	16%	11%	8%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		

How much has this university contributed to your development in:		None	Very little	Some	Much	Very much
<b>Skills for planning and completing projects</b>	Carleton 2021	3%	9%	30%	40%	18%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Effective study and learning skills</b>	Carleton 2021	4%	9%	32%	36%	19%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Working independently</b>	Carleton 2021	4%	6%	18%	38%	35%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Cooperative interaction in groups</b>	Carleton 2021	6%	11%	28%	37%	18%
	Groups 2 and 3	3%	7%	28%	39%	23%
	Carleton 2018			Similar		
<b>Computer literacy skills</b>	Carleton 2021	9%	16%	26%	29%	20%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Persistence with difficult tasks</b>	Carleton 2021	4%	8%	27%	39%	22%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Entrepreneurial skills</b>	Carleton 2021	36%	27%	21%	11%	5%
	Groups 2 and 3	28%	25%	25%	15%	7%
	Carleton 2018			Similar		
<b>Skills and knowledge for employment</b>	Carleton 2021	8%	21%	33%	28%	11%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Ability to lead a group to achieve an objective</b>	Carleton 2021	7%	16%	33%	31%	13%
	Groups 2 and 3	5%	12%	32%	33%	18%
	Carleton 2018			Similar		
<b>Knowledge of career options</b>	Carleton 2021	11%	22%	33%	24%	10%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Self-confidence</b>	Carleton 2021	10%	15%	33%	28%	14%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Ability to evaluate your own strengths and weaknesses</b>	Carleton 2021	4%	11%	32%	38%	14%
	Groups 2 and 3			Similar		
	Carleton 2018			Similar		
<b>Ability to interact with people from backgrounds different from your own</b>	Carleton 2021	6%	9%	21%	40%	24%
	Groups 2 and 3	4%	7%	24%	36%	28%
	Carleton 2018			Similar		



How much has this university contributed to your development in:		None	Very little	Some	Much	Very much
Appreciation of the arts	Carleton 2021	23%	21%	23%	19%	13%
	Groups 2 and 3				Similar	
	Carleton 2018				Similar	
Spirituality	Carleton 2021	48%	23%	14%	10%	5%
	Groups 2 and 3	44%	22%	19%	10%	5%
	Carleton 2018				Similar	
Management skills	Carleton 2021	4%	9%	28%	34%	24%
	Groups 2 and 3				Similar	
	Carleton 2018				Similar	
Moral and ethical judgment	Carleton 2021	11%	14%	27%	32%	16%
	Groups 2 and 3				Similar	
	Carleton 2018				Similar	
Understanding Indigenous worldviews, experiences, issues, and peoples of Canada	Carleton 2021	22%	18%	22%	22%	17%
	Groups 2 and 3	17%	16%	26%	23%	17%
	Carleton 2018				N/A	
Proportion for Carleton 2018 and Groups 2 and 3 shown when statistically significantly different from Carleton 2021.						

## Appendix E: Usage and Satisfaction with Services and Facilities

Services and facilities usage and satisfaction		(%) Used	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Services for First Nations students	Carleton 2021	1%		33%	67%	
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		
Services for international students	Carleton 2021	5%	4%	7%	67%	22%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		
Services for students with disabilities	Carleton 2021	6%	3%	13%	40%	43%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	9%		Similar		
University libraries (physical books, magazines, stacks)	Carleton 2021	18%	1%		64%	35%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	53%		Similar		
University libraries (electronic resources)	Carleton 2021	65%	1%	3%	59%	37%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	74%		Similar		
Employment services	Carleton 2021	12%	7%	17%	63%	14%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	16%		Similar		
Career counselling	Carleton 2021	9%	11%	9%	56%	24%
	Groups 2 and 3	13%		Similar		
	Carleton 2018	14%		Similar		
Personal counselling	Carleton 2021	10%	6%	15%	48%	31%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		
Academic advising	Carleton 2021	34%	5%	12%	55%	28%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		
Tutoring	Carleton 2021	5%			74%	26%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		
Study skills and learning supports	Carleton 2021	5%			84%	16%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		
Writing skills	Carleton 2021	6%		3%	81%	16%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		

Services and facilities usage and satisfaction		(%) Used	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
University residences	Carleton 2021	7%		15%	67%	18%
	Groups 2 and 3	4%		Similar		
	Carleton 2018	Similar		Similar		
Advising for students who need financial aid	Carleton 2021	2%		18%	64%	18%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		
Financial aid	Carleton 2021	18%		9%	66%	25%
	Groups 2 and 3	22%		Similar		
	Carleton 2018	26%		Similar		
Athletic facilities	Carleton 2021	19%		10%	55%	35%
	Groups 2 and 3	12%		Similar		
	Carleton 2018	47%		Similar		
Other recreational facilities	Carleton 2021	7%		9%	62%	29%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	12%		Similar		
University bookstores (physical stores)	Carleton 2021	23%	3%	5%	72%	20%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	58%		Similar		
University bookstores (online inventory check, ordering, etc.)	Carleton 2021	25%	2%	6%	70%	22%
	Groups 2 and 3	35%		Similar		
	Carleton 2018	Similar		Similar		
Campus medical services	Carleton 2021	12%	5%	14%	50%	31%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	31%		Similar		
Co-op offices and supports	Carleton 2021	6%	16%	3%	56%	25%
	Groups 2 and 3	Similar		Similar		
	Carleton 2018	Similar		Similar		
Facilities for university-based social activities	Carleton 2021	3%			59%	41%
	Groups 2 and 3	Similar			Similar	
	Carleton 2018	12%			Similar	
Facilities for student associations	Carleton 2021	6%	3%	6%	75%	16%
	Groups 2 and 3	Similar			Similar	
	Carleton 2018	11%			Similar	
Computing services help desk	Carleton 2021	5%		8%	75%	17%
	Groups 2 and 3	Similar			Similar	
	Carleton 2018	10%			Similar	
Food services	Carleton 2021	18%		9%	67%	24%
	Groups 2 and 3	Similar			Similar	
	Carleton 2018	72%	3.9%	16.4%	63.1%	16.7%

Services and facilities usage and satisfaction		(%) Used	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Parking	Carleton 2021	17%	6%	24%	58%	12%
	Groups 2 and 3	Similar	21%	31%	39%	9%
	Carleton 2018	42%	Similar			
Proportion for Carleton 2018 and Groups 2 and 3 shown when statistically significantly different from Carleton 2021.						