

# **2022 Canadian University Survey Consortium (CUSC) First-Year Students**

## **Summary of Results**

OCTOBER, 2022

[www.carleton.ca/oirp](http://www.carleton.ca/oirp)

**Carleton**  
University



Office of Institutional  
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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 2022, Carleton was one of 44 institutions that participated in an undergraduate survey co-ordinated by the Canadian University Survey Consortium (CUSC)<sup>1</sup>. This was Carleton's 24th year participating in a CUSC survey. CUSC operates on a three-year survey cycle. Each year in the cycle a sample is selected from a different group of undergraduates: first-year students, middle-year students and graduating students. In 2022, the sample consisted of first-year undergraduate students.

Although the 2022 survey is similar to previous ones, it is important to note the context of the global pandemic. Many in-person (face to face) courses transitioned online (remote delivery), as well as student services. As such, it is possible that many results for the 2022 survey were affected by this context.

## Methodology

An invitation to complete this online survey was e-mailed to 1,500 Carleton students who were first time, first-year students. 481 Carleton students responded to the survey, resulting in a 32% response rate making it the lowest since 2010. While the response rate was down, completion rate went up to 81.5% in 2022 compared to 79.8% and 65.7% in 2019 and 2016 respectively.

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

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

In order to get a sense of how Carleton is doing over time, the 2022 results have been compared to the results from the 2019 survey throughout this report (the last year that the first-year CUSC student survey was done). Again, only differences that are statistically significant will be discussed in the text.

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

## Profile of Carleton Respondents

A profile of Carleton students who responded to the 2022 CUSC survey is presented in **Table 1**. The profile of respondents at comparable institutions (Groups 2 and 3) can also be found in this table. To give a more representative idea of how the profile of students is fairly diverse amongst institutions, we've included the range (lowest and highest proportions) of results across the Groups 2 and 3 universities.

<b>Table 1: Proportional Profile of Respondents</b>				
	Carleton (n=481)	Groups 2 and 3 (n=8,682)		
		Average	Low	High
Female*	56%	63%	57%	74%
18 years of age or younger**	86%	83%	75%	95%
First generation students	10%	10%	6%	18%
International Student*	15%	11%	1%	38%
Members of the racialized group	52%	48%	15%	76%
Indigenous	3%	3%	0%	10%
Students with a disability *	29%	27%	19%	41%
Disability impacts daily activities*	11%	8%	5%	14%
Living in rental accommodations*	10%	16%	3%	30%
Living with parents	49%	51%	21%	85%
Living in on-campus housing*	38%	31%	8%	64%
Students who work while studying	35%	36%	16%	50%
Average number of hours worked per week (all respondents who worked)	16	15	11	18
Median grade (self-reported) so far at university	B	B	B	B
* denotes statistically significant difference between Carleton and Group 2/3 average				
** average/low/high for Ontario Groups 2 and 3				
First generation students defined as neither parent having any post-secondary experience				

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

As expected, a large proportion of first-year respondents were 18 years of age or younger. Comparison was done with Ontario Groups 2 and 3 due to the difference in post-secondary systems across different provinces.

Carleton respondents were more likely than the average of all Groups 2 and 3 to be international students, self-report having a disability/impairment or have their daily activities impacted by their disability. Mental health is the most common type of disability amongst respondents, followed by neurodivergence.

A similar proportion of respondents at Carleton and comparable institutions self-identified as being an Indigenous student, and members of a visible minority<sup>4</sup>. The same is observed when compared to the 2019 results.

Carleton respondents were more likely to be living in on-campus housing (38% vs. 31%) than the average of Groups 2 and 3 but less likely to be living in rental accommodations (10% vs. 16%). A similar proportion of students were observed to be living with parents for both Carleton and Groups 2 and 3 respondents. Compared to 2019, the proportion of Carleton respondents living in on-campus housing drastically decreased from 52% (2019) to 38% whereas respondents living with parents increased from 39% (2019) to 45%.

While it's common for students to be working while attending university, it's not as common for first-year students (as opposed to middle-year or graduating students), as only 35% of respondents reported to be working while studying. Although this proportion is similar to the average of Groups 2 and 3, it is significantly higher than the 2019 results (28%). Additionally, 35% of Carleton respondents disclosed that they were not working but were looking for work and this proportion is higher than the comparison group (30%).

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

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

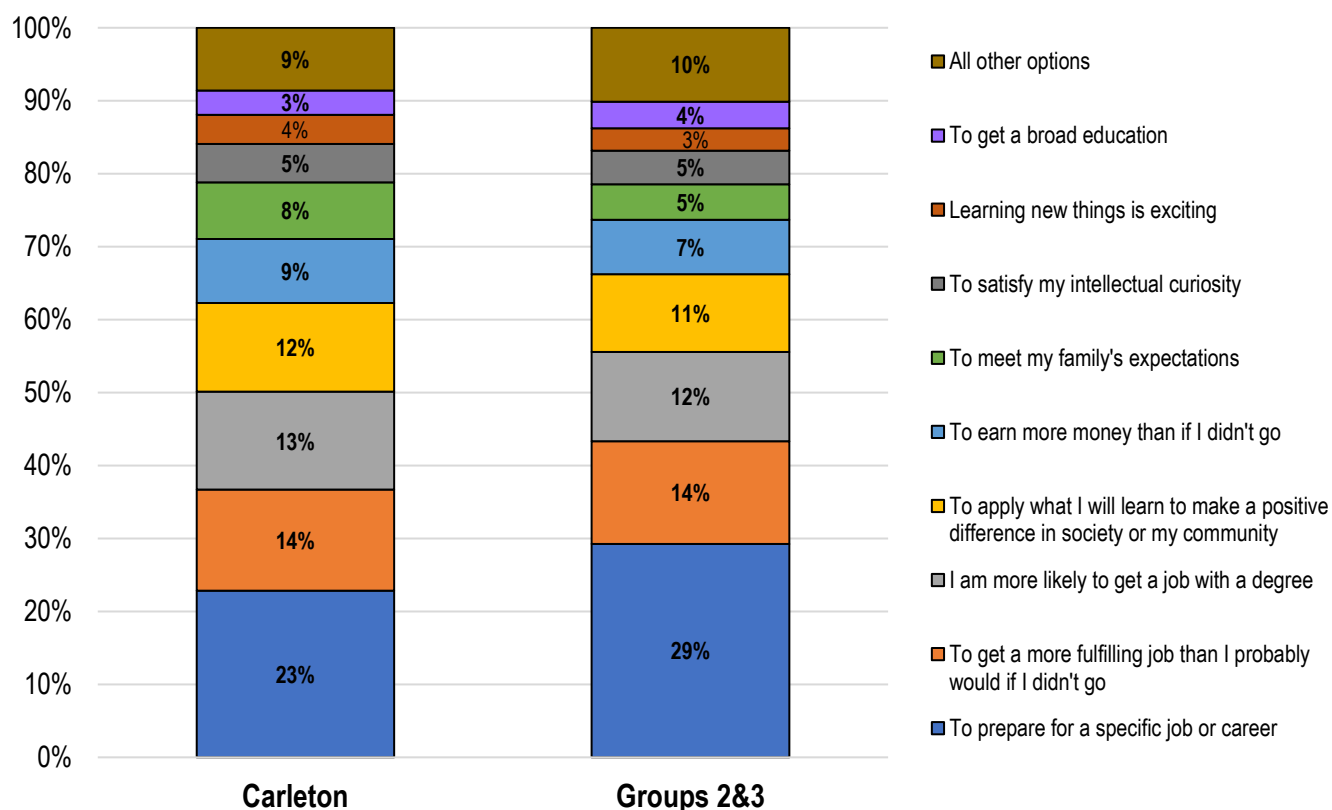
## Results

### Decision to Attend University

Ninety-one percent of first year students at Carleton applied to other universities (with 11% applying to college or CEGEP as well), which is a lower proportion than comparable Ontario institutions (95%). Regardless, 73% of those students indicated that Carleton was their first choice.

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

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



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

For 59 percent of Carleton respondents, the top reason for deciding to attend university involved future employment (**Figure 1**). Specifically, the most often cited reason was 'to prepare for a specific job or career', followed by 'to get a more fulfilling job than I probably would if I didn't go'. Carleton respondents were less likely than the comparison group to select 'to prepare for a specific job or career'

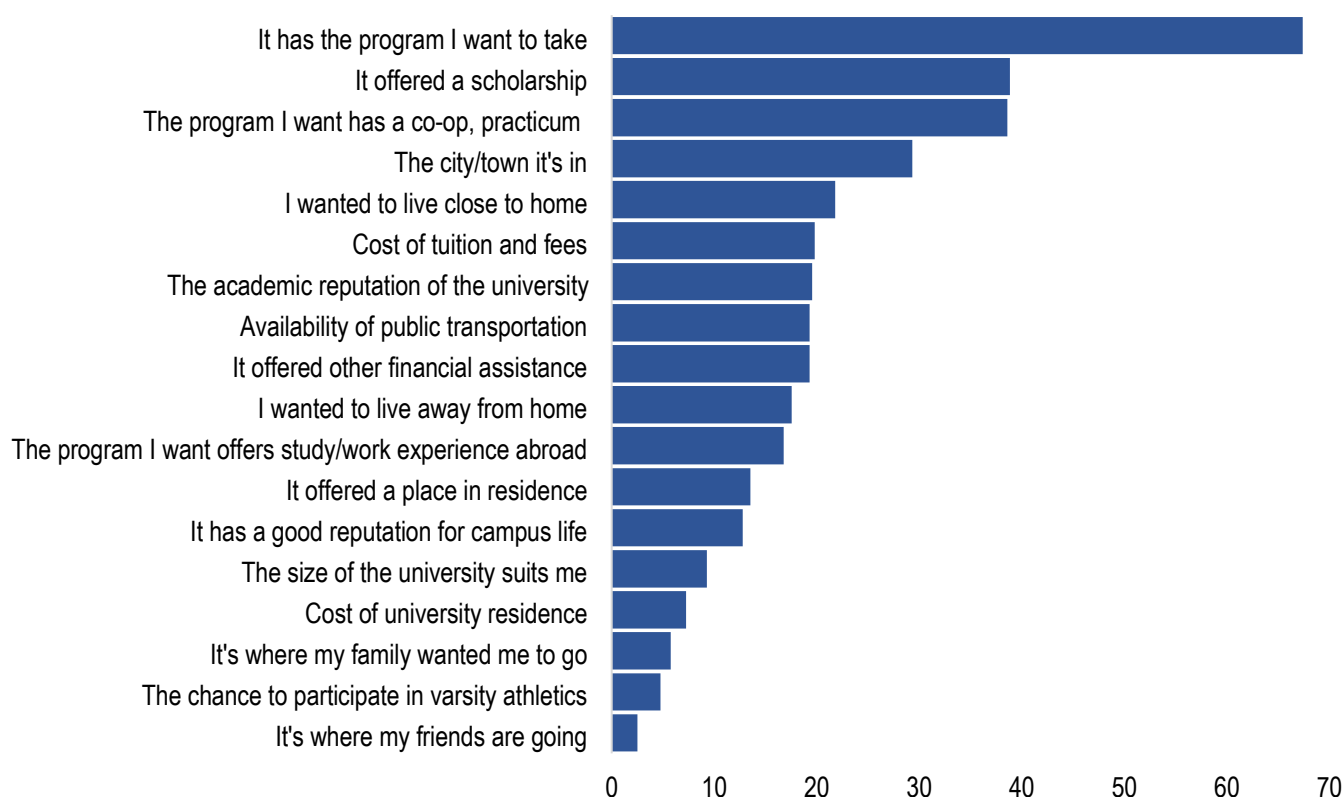
and more likely to select ‘to meet family expectations’. It should be noted that program mix across universities can vary considerably, and that presumably reasons for attending university may vary with the program mix. This analysis does not try to separate that influence on results. These results are similar to those in 2019.

It was observed that respondents who are 18 years or younger were more likely to rate ‘to prepare for a specific job or career’ and ‘I am more likely to get a job with a degree’ as most important while respondents who were above 18 years rated ‘would like to satisfy their intellectual curiosity’ and ‘to apply what I will learn to make a positive difference in society or my community’ as most important.

## Decision to Choose Carleton

Respondents were then asked about specific factors that led to them choosing the university they were attending at the time of the survey. A separate list of preset answers was presented to domestic and international students. **Figure 2a** shows the reasons for domestic respondents at Carleton, ranked by the proportion choosing ‘very important’. Please note that some proportions are similar and the ranking in the chart below does not imply statistically significant differences between the ranked items. For comparison between the Groups 2 and 3 and Carleton 2019 respondents, see **Appendix C**.

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



When asked about the single most important reason in their decision to attend their chosen university, the top nine factors encompassed 90 percent of Carleton domestic responses (**Table 2**). Compared to the aggregate results for Groups 2 and 3, Carleton respondents were more likely to cite: programs they want to take and offers of scholarship as most important and less likely to cite wanting to live close to home.

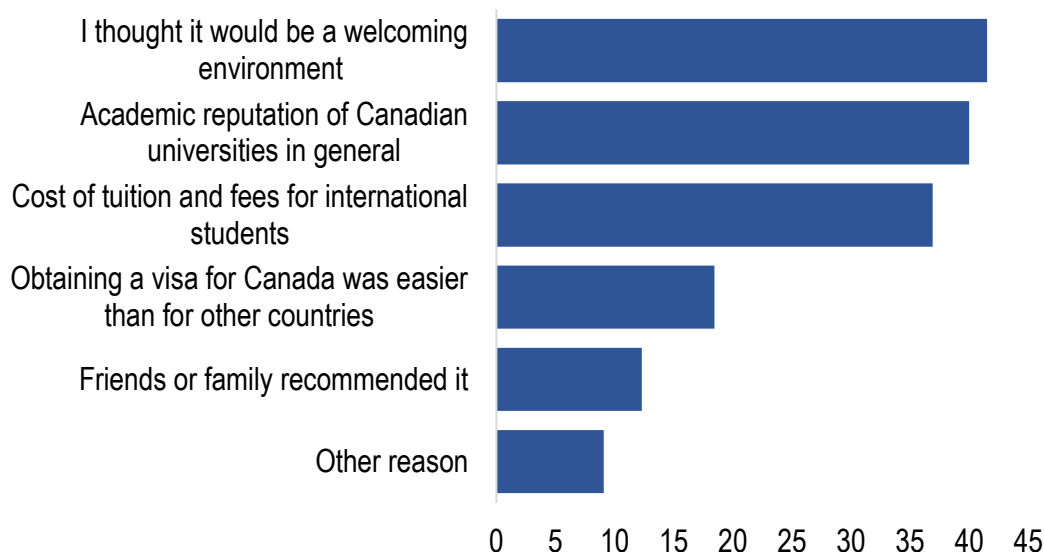
<b>Table 2: Most Important Reason in Your Decision to Attend <i>This</i> University</b>		
<b>% of Domestic Respondents</b>		
	<b>Carleton</b>	<b>Groups 2 and 3</b>
It has the program I want to take	35%	28%
The program I want has a co-op, practicum or other work experience	14%	Similar
I wanted to live close to home	9%	16%
It offered a scholarship	9%	5%
The city/town it's in	6%	Similar
The academic reputation of the university	5%	Similar
Cost of tuition and fees	4%	Similar
The program I want offers study/work experience abroad	4%	Similar
I wanted to live away from home	3%	Similar

Respondents identified as international/visa students by their university were provided with a different set of reasons for choosing to attend their university. **Figure 2b** shows the reasons for international respondents at Carleton, ranked by the proportion choosing 'very important'.

Compared to their counterparts at Groups 2 and 3 institutions, international respondents at Carleton were less likely to report 'Cost of tuition and fees for international students' being very important (37% vs. 47% in Groups 2 and 3) and more likely to report 'Obtaining a visa for Canada was easier than for other countries' (19% vs. 18%). The proportion reporting 'Obtaining a visa for Canada was easier than for other countries' as very important is also higher, compared to 2019 (19% vs. 16%).



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



### Source of Information

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

Combining the choice of 'important' or 'very important', Carleton respondents were less likely than Groups 2 and 3 to report importance in:

- The university's Facebook site (6% at Carleton vs. 9% in Groups 2 and 3)
- Visit by a university representative to your high school or CEGEP (12% vs. 18%)
- The university's other social media sites. (17% vs. 23%)
- Visit to campus for an open house (23% vs. 24%)
- Contact with admissions staff on campus (26% vs. 31%)
- High school/CEGEP counsellors or teachers (25% vs. 30%)
- Friends (25% vs. 35%)
- Parents (41% vs. 46%)

And they were more likely to report importance in 'contact with professors' (25% vs. 24%) and Maclean's university rankings (26% vs. 22%)

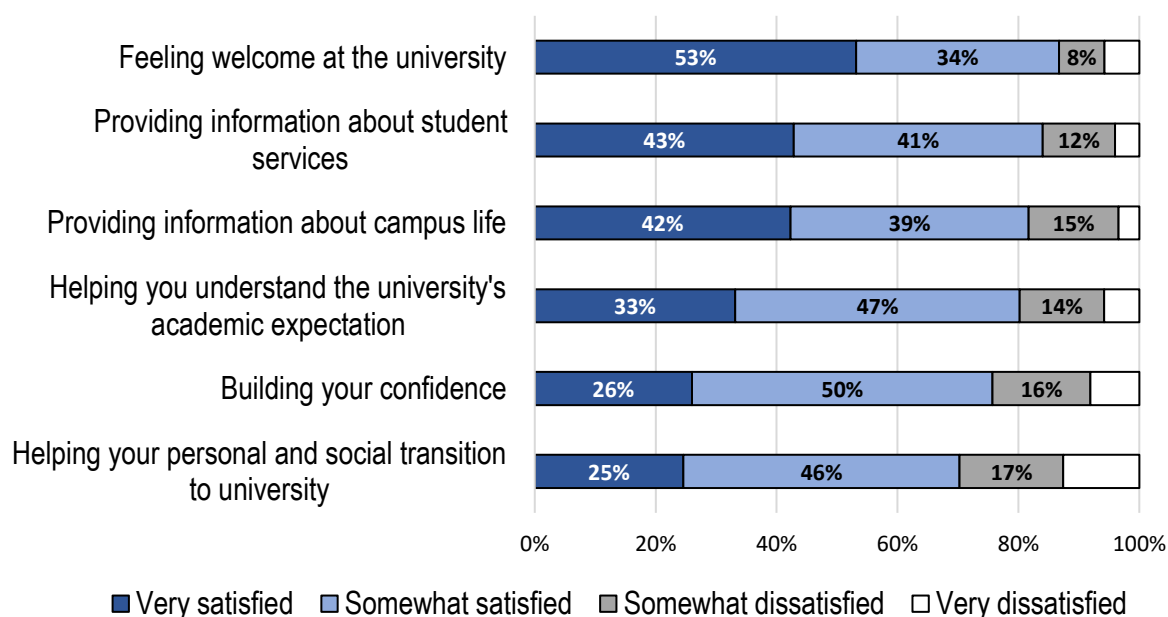
Compared to 2019, Carleton respondents were more likely to report importance in ‘contact with professors’, and less likely to report importance in ‘visit by a university representative to your high school or CEGEP’, ‘the university's Facebook site’, ‘printed university brochure, pamphlet, or viewbook’, ‘other visit to campus’, ‘visit to campus for an open house’ and ‘contact with admissions staff on campus’.

<b>Table 3: Factors in Your Decision to Attend <i>This</i> University</b>			
	<b>% of Respondents</b>		
	<b>Carleton 2022</b>	<b>Carleton 2019</b>	<b>Group 2 and 3</b>
The university's website.	22%	Similar	Similar
Parents.	14%	Similar	16%
Students attending the university.	14%	Similar	Similar
Contact with professors.	11%	8%	8%
Contact with admissions staff on campus.	10%	10%	10%
Printed university brochure, pamphlet, or viewbook.	8%	13%	Similar
Maclean's university rankings.	8%	Similar	6%
Visit to campus for an open house.	7%	22%	7%
High school/CEGEP counsellors or teachers.	7%	Similar	8%
Other visit to campus	6%	14%	Similar
Friends.	6%	Similar	10%
QS World University Rankings.	6%	Similar	Similar
Academic Ranking of World Universities.	6%	Similar	Similar
The Times Higher Education World University Rankings.	6%	Similar	Similar
The university's other social media sites.	6%	Similar	7%
Visit by a university representative to your high school or CEGEP.	5%	11%	5%
Globe and Mail Canadian University Report.	4%	Similar	Similar
Contact with university athletic coaches.	3%	Similar	Similar
The university's Facebook site.	2%	Similar	2%

## Orientation

Forty-two percent of Carleton respondents participated in orientation<sup>5</sup>, which is significantly lower than the aggregate of Groups 2 and 3 (49%) as well as Carleton's respondents in 2019 (66%). Respondents were asked to rate their satisfaction with various aspects of orientation (**Figure 3**). While the overall satisfaction level with orientation was high for participants, when compared to Groups 2 and 3, a lower proportion of Carleton respondents were satisfied with orientation helping their personal and social transition to university (71% vs. 77%). Similarly, when compared to Carleton's respondents in 2019, satisfaction level with orientation was lower in helping students with their personal and social transition to the university (71% vs. 80%) and making them feel welcome (87% vs. 92%).

**Figure 3: Satisfaction with Orientation**  
**% of Carleton Respondents**



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

## Adjusting to University

Students were asked how much success they had in adjusting to university in a number of areas. Carleton's 2022 survey results are shown in **Table 4a** and **Table 4b**. Areas in which Carleton respondents were more likely than the Groups 2 and 3 average to have success adjusting to university are marked with a plus (+) and areas where Carleton students were less likely to report success are marked with a minus (-).

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

- Performing well in Written assignments (39% vs. 36%)
- Meeting academic demands (38% vs. 37%)
- Performing well in courses that require math (37% vs. 29%)
- Managing your time (28% vs. 26%)

A lower proportion of Carleton respondent had success adjusting in the following areas.

- Finding your way around campus (40% vs. 54%)
- Feeling like I belong at this university (70% vs. 75%)
- Becoming involved in campus activities (35% vs. 42%)
- Commuting to campus (30% vs. 51%)
- Using the Library (20% vs. 35%)
- Making friends (23% vs. 29%)

The older a student was, the less success they had in making friends or performing well in courses that require math, but the more successful they were in getting academic advice.

Table 4a: Success in Adjusting to University % of 2022 Carleton Respondents <sup>6</sup>					
	None	Very little	Some	Very much	N/A
Finding information about academic integrity (plagiarism, proper citation, etc.)	3%	5%	32%	59%	5%
Choosing a program of study	3%	7%	32%	58%	3%
Understanding the course material	2%	8%	49%	41%	1%
Finding your way around campus (-)	10%	16%	34%	40%	13%
Performing well in written assignments (+)	4%	10%	46%	39%	3%
Meeting academic demands (+)	5%	10%	48%	37%	2%
Performing well in courses that require math (+)	10%	15%	39%	37%	19%
Dealing with new living arrangements	20%	11%	37%	32%	28%
Finding suitable housing	18%	18%	33%	31%	31%
Commuting to campus (-)	16%	19%	35%	30%	31%
Managing your time (+)	7%	22%	43%	28%	1%
Feeling like I belong at this university (-)	10%	20%	41%	28%	5%
Managing your finances	7%	21%	45%	27%	13%
Using the library (-)	23%	22%	29%	26%	17%
Making friends (-)	19%	26%	33%	23%	5%
Getting academic advice (-)	11%	28%	44%	17%	8%
Finding career information	12%	26%	46%	17%	8%
Becoming involved in campus activities (-)	30%	35%	23%	12%	12%

<sup>6</sup> Percentages of 'none' through 'very much' are calculated by excluding respondents who selected 'not applicable'.

Table 4b: Success in Adjusting to University % of Carleton respondents reporting 'Very much'		
	Carleton 2022	Carleton 2019
Finding your way around campus	40%	73%
Meeting academic demands	37%	42%
Dealing with new living arrangements	32%	45%
Finding suitable housing	31%	37%
Commuting to campus	30%	45%
Managing your time	28%	28%
Using the library	26%	48%
Making friends	23%	39%
Getting academic advice	17%	28%
Finding career information	17%	21%
Becoming involved in campus activities	12%	15%
Note: Statistically significant differences are shown in the table		

## Course Delivery and Assessment Modules

The magnitude of the global pandemic was unprecedented and the challenges it came with did not spare post-secondary institutions and students. It led to the physical closure of universities and colleges across Canada. Most in-person (face-to-face) courses transitioned to online (remote delivery), as did many student services. Some courses were postponed or cancelled entirely. Courses with experiential learning components were also affected.

In view of this, CUSC added a module of questions about the impacts of the pandemic on course delivery and assessment. Due to different public health measures implemented at different times in the various provinces, comparison is done with the Ontario<sup>7</sup> Groups 2 and 3 institutions.

## Academic Course Instruction and Delivery

In the 2021/22 academic year, first year students at Carleton were more likely to use online asynchronous and synchronous methods of instruction while the Ontario Groups 2 and 3 respondents were more likely to use hybrid and in-person methods.

Table 5: Methods of instruction/delivery since September 2021		
	Carleton	ON Groups 2&3
Online asynchronous (e.g. learning modules, recorded lectures)	90%	77%
Online synchronous (e.g. real-time audio or video).	84%	82%
Hybrid (combination of in-person and online)	46%	60%
In-person	29%	49%

At the faculty level, Faculty of Public Affairs respondents (48%) were more likely to have used the in-person method of delivery, followed by Faculty of Arts and Social Sciences (39%) and Business (23%) with Faculty of Engineering and Design (18%) and Science (15%) respondents having the least. However, a more similar proportion was observed for all other methods of delivery among all faculties.

Regarding the satisfaction level with the methods of delivery, a similar proportion of respondents from Carleton and Ontario Groups 2 and 3 were satisfied with the in-person method of delivery. On the other hand, Carleton respondents were less likely to have been 'satisfied' or 'very satisfied' with a hybrid (74% vs. 83%), online synchronous (69% vs. 76%) and online asynchronous (56% vs. 66%) methods of delivery. See **Appendix C** for more details.

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<sup>7</sup> Wilfrid Laurier University, Lakehead University, University of Waterloo, Toronto Metropolitan University, Brock University

## Experiential Learning

About 37% of respondents from Carleton reported to have enrolled in a course or program that included an experiential learning component (e.g. co-op, lab, practicum, studio, applied project), with the majority of these students from the Faculty of Science and the Faculty of Engineering and Design. When asked about the method of delivery for experiential learning, we found that Carleton respondents were more likely to use an online asynchronous method (46%) while their counterparts in other Ontario institutions were more likely to use an in-person method (53%).

Table 6: Experiential Learning Methods		
	Carleton	ON Groups 2&3
Online asynchronous (e.g. learning modules, recorded lectures)	46%	24%
Online synchronous (e.g. real-time audio or video)	Similar	
Hybrid (combination of in-person and online)	Similar	
In-person	21%	53%

The level of satisfaction for all methods of delivery for experiential learning was similar between respondents from Carleton and Ontario Groups 2 and 3 institutions. From Table 7, we see that most Carleton students were satisfied or very satisfied with an in-person experiential learning.

Table 7: Satisfaction with Experiential Learning Methods		
% of Carleton Respondents		
	Very dissatisfied or Dissatisfied	Satisfied or Very Satisfied
In-person	7%	93%
Hybrid (combination of in-person and online)	10%	90%
Online synchronous (e.g. real-time audio or video)	29%	71%
Online asynchronous (e.g. learning modules, recorded lectures)	43%	57%



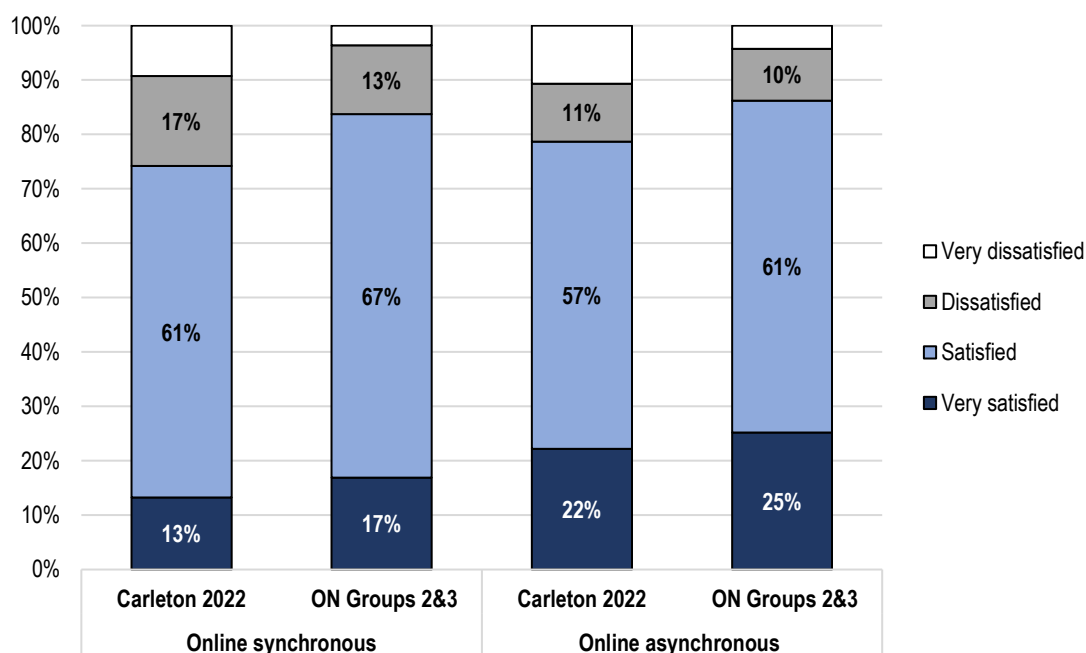
## Course Assessment

Different methods of course assessments were used in the 2021-22 academic year, with a greater proportion of students having online rather than in-person assessments. Similar to the method of delivery, Carleton respondents were more likely to use both online synchronous and asynchronous methods of assessment while respondents from Ontario Groups 2 and 3 were more likely to use in person and hybrid methods.

Table 8: Methods of Assessment since September 2021		
	Carleton	ON Groups 2&3
Online asynchronous	86%	66%
Online synchronous	77%	68%
Hybrid	10%	23%
In-person	9%	29%

Carleton and Ontario Groups 2 and 3 respondents had similar levels of satisfaction for the in-person and hybrid methods of assessment. However, a lower proportion of Carleton students were satisfied or very satisfied with the online synchronous (74% vs. 82%) and asynchronous (79% vs. 87%) methods of assessment compared to the Ontario Groups 2 and 3 respondents.

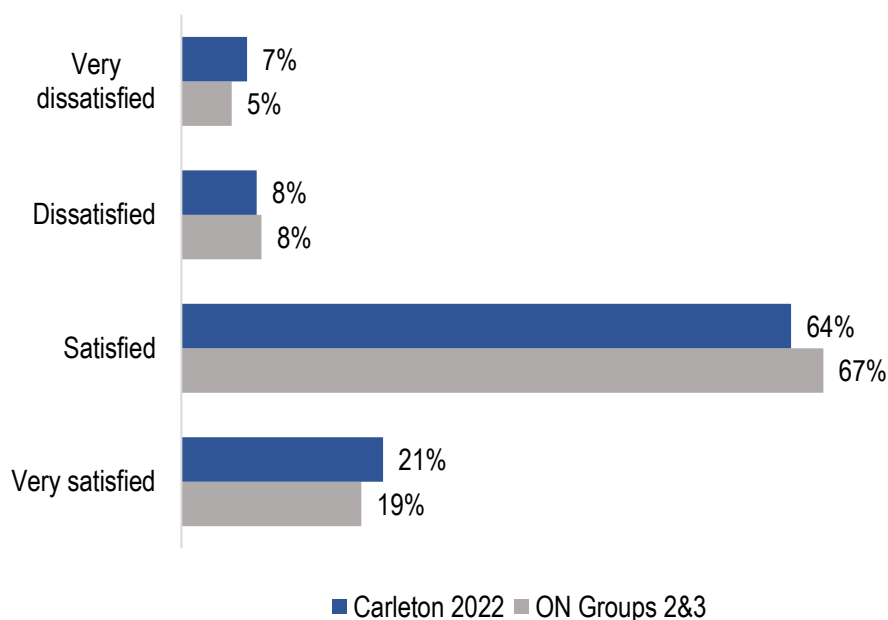
**Figure: 4 Satisfaction with Assessment Methods**



### Satisfaction with Limiting the Spread of COVID-19

Universities across Canada put in place certain measures as directed by public health authorities to help control the spread of COVID-19. When students were asked how satisfied they were with the efforts their universities took to limit the spread, we observe a similar proportion of respondents from both Carleton and Ontario Groups 2 and 3 reporting to have been satisfied or very satisfied.

**Figure 5: Satisfaction with efforts university has taken to limit the speed of COVID-19**

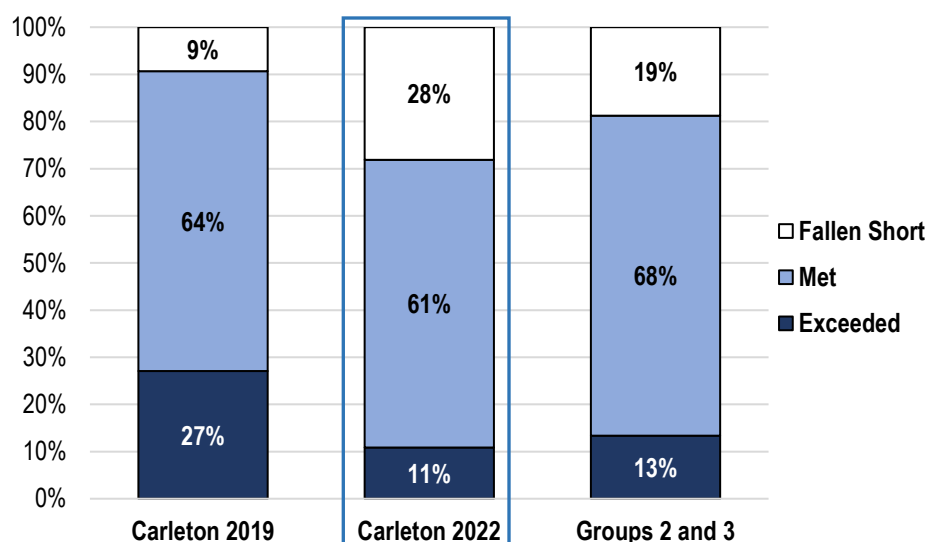


### Overall Satisfaction with University Experience

Respondents were asked about their overall experience at their university and how it has compared to their expectations. Although more than half of Carleton respondents had their expectations either met or exceeded, this proportion has drastically reduced compared to previous years.

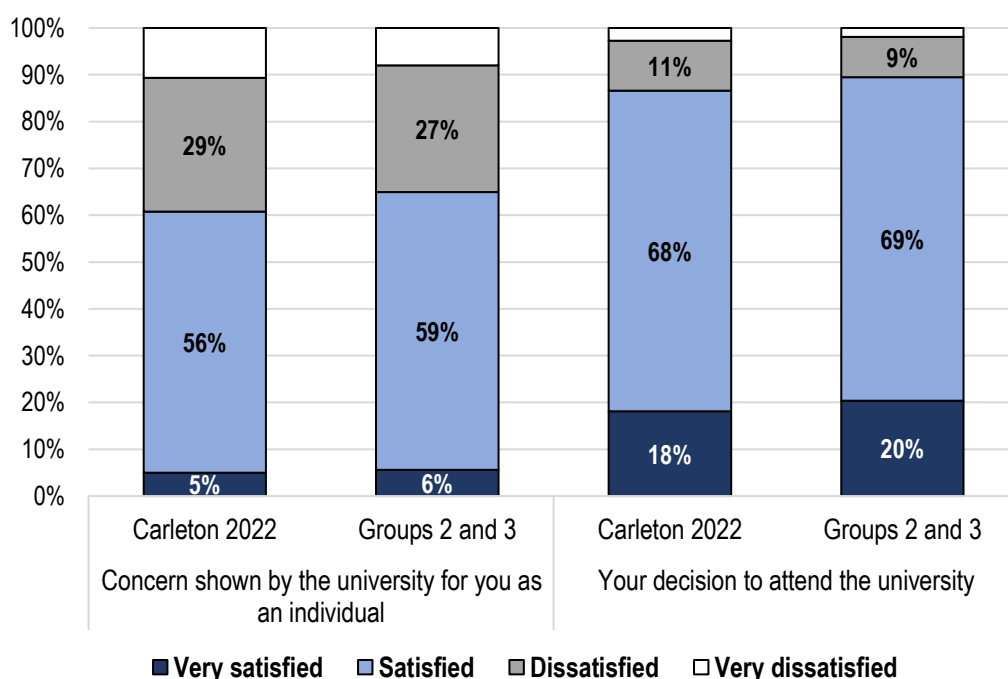
As **Figure 6** illustrates, 72% of respondents from Carleton had their expectations either met or exceeded compared to 81% for Groups 2 and 3 and 91% in 2019 at Carleton.

**Figure 6: Has your Experience at this University Met, Exceeded or Fallen Short of your Expectations?**



Respondents were also asked to rate how satisfied they were with concern shown by the university for them as an individual, as well as their decision to attend this university. Although not statistically significant, **Figure 7** shows that a lower proportion of Carleton respondents reported satisfaction in those two areas compared to the average of Groups 2 and 3.

**Figure 7: Overall Satisfaction of University Experience  
Carleton vs. Comparable Institutions**

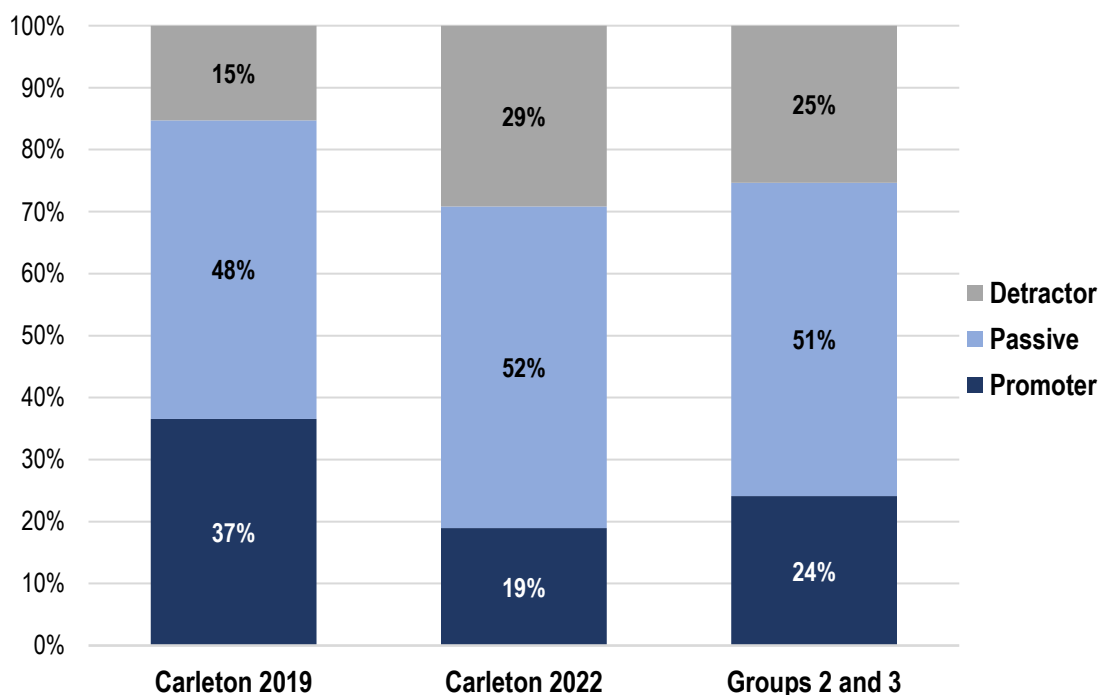


When compared to 2019, a significantly lower proportion of Carleton respondents in 2022 reported being satisfied or very satisfied with the concern shown by the university for them as an individual (61% vs 77%), as well as their decision to attend this university (87% vs 94%).

### Recommendation to Friends and Family

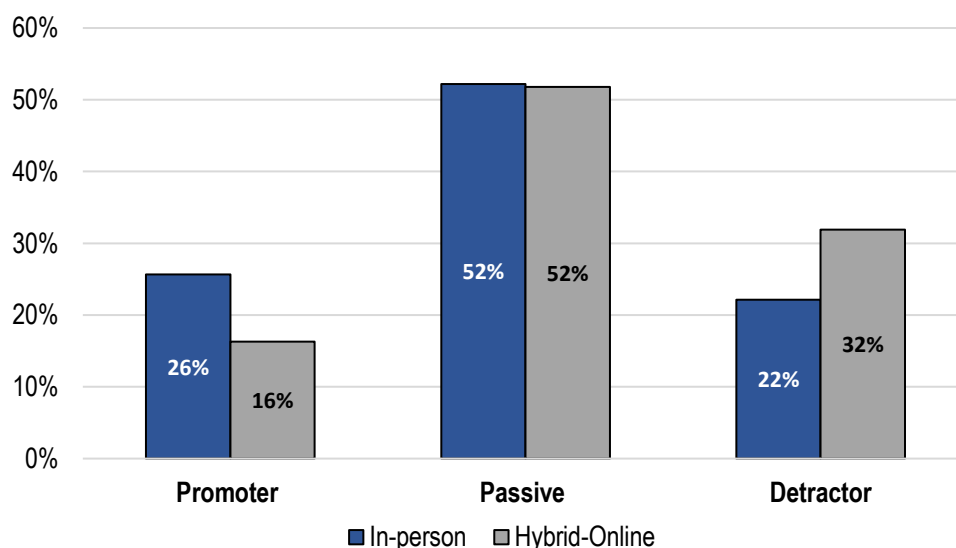
Students were asked to rate the likelihood they would recommend their university to a friend or family member on a scale from 0 (not at all likely) to 10 (extremely likely) where CUSC labels respondents as either Detractors, Passives or Promoters for those who gave ratings of 0 to 6, 7 to 8 and 9 to 10 respectively. Carleton respondents and their counterparts at other institutions had similar likelihood of recommending their university to a friend or family member. When compared to 2019, respondents from Carleton in 2022 were less likely to recommend their university to a friend or family member (71% vs 85% of Promoters and Passives).

**Figure 8: How likely is it that you would recommend this university to a friend or family member?**



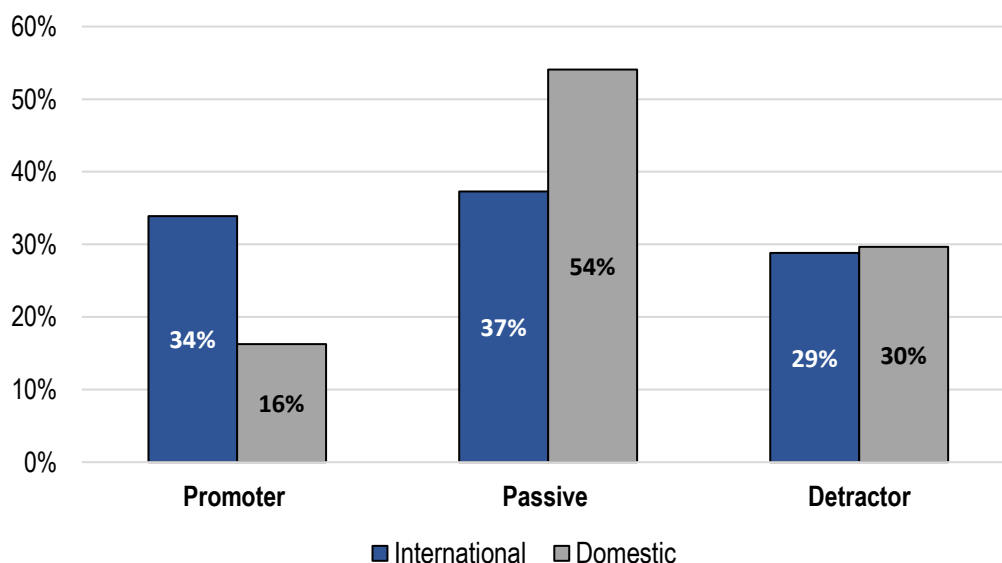
Carleton respondents who had in-person class experience were more likely to recommend the university to family and friends compared to those whose classes were all delivered in hybrid or online methods.

**Figure 8a: Recommendation to a friend or family member  
% In-person Vs. Hybrid-Online**



On the other hand, even though the majority of international students had the online synchronous and asynchronous method of course delivery, they were more likely to recommend the university. This can be attributed to a higher proportion of international students being satisfied or very satisfied with the online method of teaching compared to domestic students.

**Figure 8b: Recommendation to a friend or family member  
% International Vs. Domestic**

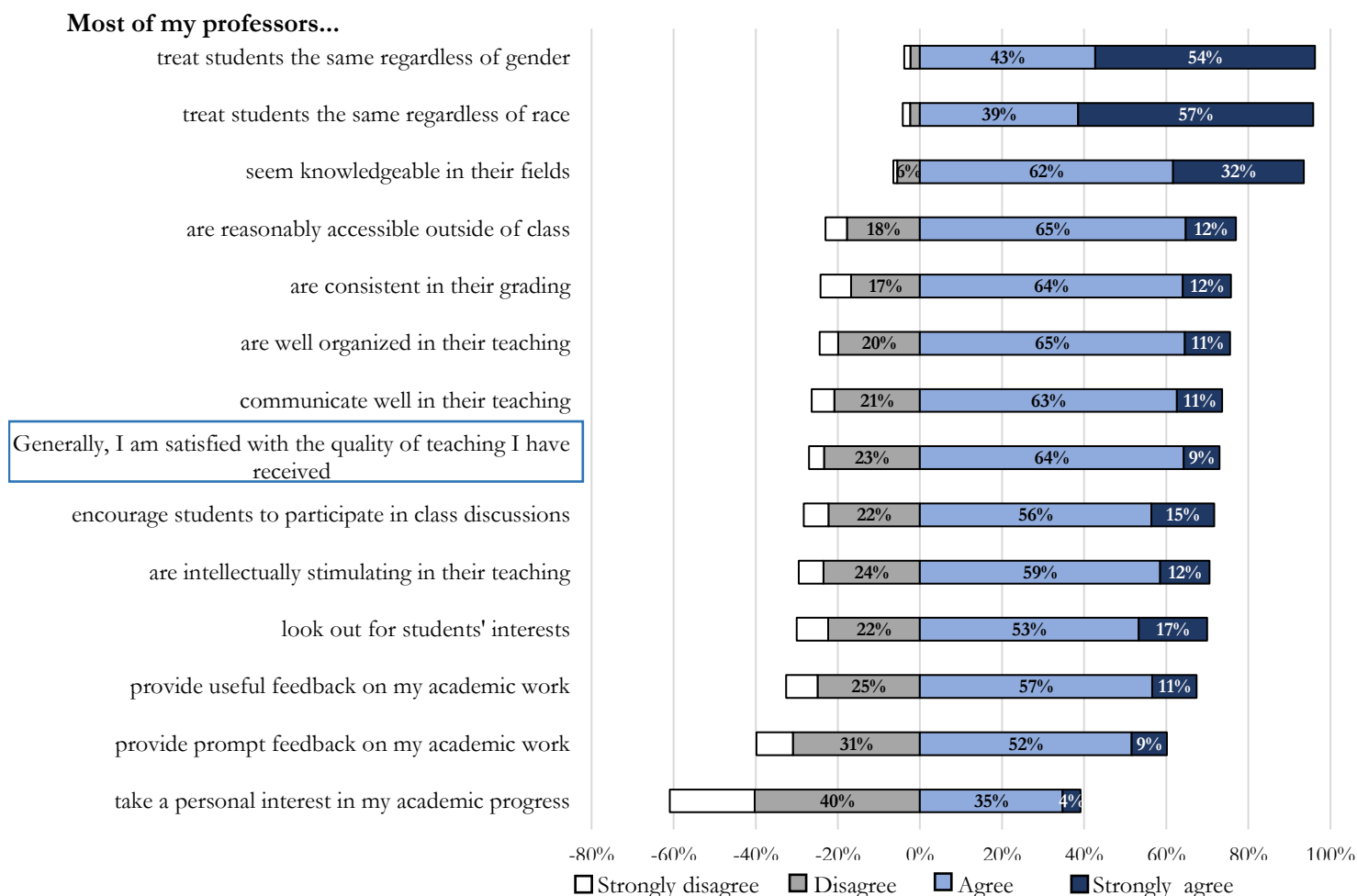


Another set of questions asked students about their experience compared to their expectations, and overall, Carleton respondents reported having good experiences. See **Appendix C - Table A3** for results.

## Satisfaction with Teaching

The survey explored the perceptions respondents had towards their professors through their response ratings on a number of statements. Seventy-three percent of Carleton respondents agreed or strongly agreed that they were generally satisfied with the quality of teaching they had received, which is similar to the proportion of its comparison Groups 2 and 3 but lower than the respondents from Carleton in 2019 (90%). In addition, more specific questions about their perceptions of teaching and other academic experiences at their university were asked. **Figure 9** illustrates that, on a whole, Carleton respondents have positive perceptions of their professors.

**Figure 9: Perceptions of Professors**



Compared to Groups 2 and 3, Carleton first-year respondents were less likely to agree or strongly agree with the following statements;

- are reasonably accessible outside of class (77% vs. 84%)
- are consistent in their grading (76% vs. 80%)
- communicate well in their teaching (74% vs. 80%)
- encourage students to participate in class discussions (72% vs. 81%)
- are intellectually stimulating in their teaching (71% vs. 76%)
- look out for students' interests (70% vs. 79%)
- take a personal interest in my academic progress (39% vs. 46%)

Compared to 2019, Carleton's respondents were less likely to agree or strongly agree with all the statements about their professors except 'Most of my professors treat students the same regardless of gender' and 'Most of my professors treat students the same regardless of race' where we saw similar proportions.

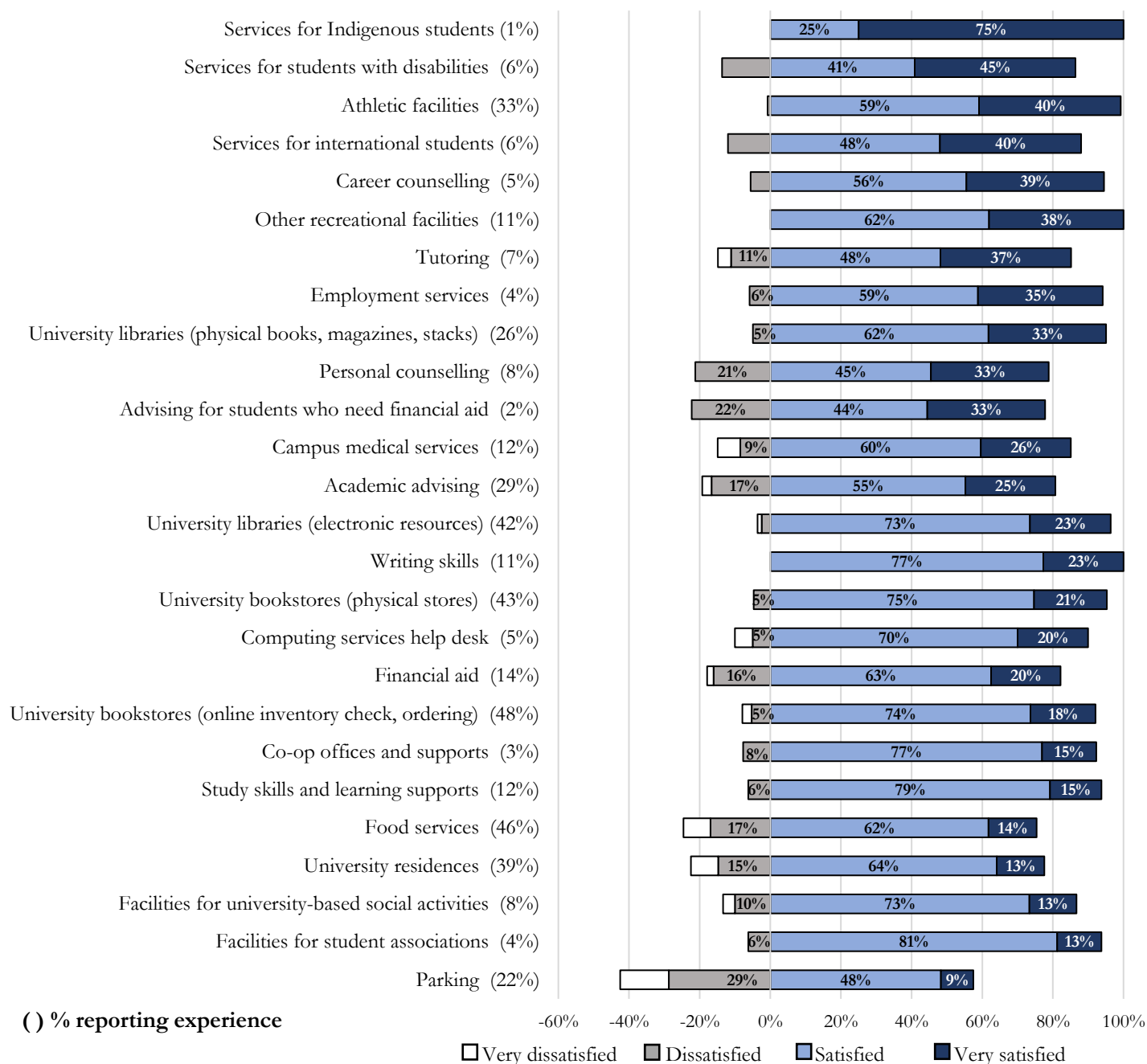
When asked to select the three most important attributes of their professors, about forty-one percent of respondents selected instructors who are well organized and communicate well in their teaching. This is similar to what was reported in 2019. On the other hand, respondents were least concerned with professors who encouraged students to participate in class discussion. **Table 9** shows results for Carleton compared to the average of Groups 2 and 3.

<b>Table 9: Most important aspects of Professors</b>		
	<b>Carleton</b>	<b>Groups 2 &amp; 3</b>
Are well organized in their teaching	41%	Similar
Communicate well in their teaching	41%	Similar
Provide useful feedback on my academic work	35%	30%
Seem knowledgeable in their fields	33%	Similar
Are intellectually stimulating in their teaching	32%	27%
Are reasonably accessible outside of class	21%	Similar
Treat students the same regardless of race	19%	Similar
Are consistent in their grading	18%	Similar
Treat students the same regardless of gender	17%	Similar
Take a personal interest in my academic progress	14%	Similar
Look out for students' interests	14%	Similar
Provide prompt feedback on my academic work	9%	Similar
Encourage students to participate in class discussions	8%	12%
Note: Results for the average of Groups 2 and 3 are shown when statistically significantly different from Carleton's results. Respondents provided top three choices. Therefore, columns will not sum to 100%		

### Satisfaction with Services and Facilities

First-year respondents had the opportunity to rate a number of services and facilities at the university. Students who used each service or facility - the proportion shown in parentheses beside each item in the chart - were able to rate their satisfaction with these services. **Figure 10** shows services or facilities sorted in descending order based on the proportion of respondents that were very satisfied.

**Figure 10: Satisfaction with Services and Facilities**



Consideration should be given for the services with small proportions of students who reported using them for the satisfaction rating portion of the question, as results may be less reliable.



Regarding the usage of services and facilities, when compared to the average of Groups 2 and 3, Carleton respondents were more likely to use: university residences (39% vs. 29%) and athletic facilities (33% vs. 28%). And less likely to use: academic advising (29% vs. 35%), facilities for university-based social activities (8% vs. 11%), financial aid (14% vs. 18%), tutoring (7% vs. 10%), university bookstores (online inventory check, ordering, etc.) (48% vs. 53%), co-op offices and supports (3% vs. 6%), and parking (22% vs. 27%).

Compared to 2019, we saw a drastic decrease in the use of all services for respondents. Similar levels of satisfaction for all services was reported by respondents from Carleton and Groups 2 and 3 institutions.

When compared to 2019, Carleton's respondents in 2022 reported higher levels of satisfaction in athletic facilities (99% vs. 93%) and lower levels of satisfaction in academic advising (81% vs. 91%) and food services (75% vs. 82%).

### Commitment to Completion

Students were asked a series of questions related to their commitment to completion, such as willingness to put the effort into being successful, or plans to come back next year and complete their degree at the university, **Table 10** shows the proportion of respondents who agree or strongly agree with those statements.

Compared to the average of Groups 2 and 3, a lower proportion of Carleton respondents agree that they normally go to all of their classes (87% vs. 88%), had adequate information about their program from the university before they enrolled (75% vs. 77%), a university degree is worth the cost (64% vs. 72%) and have good study habits (58% vs. 66%).

**Table 10: Commitment to Completion**

<b>% Agree and strongly agree</b>	<b>Carleton 2022</b>	<b>Carleton 2019</b>	<b>Groups 2 and 3</b>
I am willing to put a lot of effort into being successful at university	96%	Similar	Similar
I plan to come back to this university next year	96%	Similar	Similar
I plan to complete my degree at this university	94%	97%	Similar
I am in the right program for me	90%	Similar	Similar
I normally go to all of my classes	87%	Similar	88%
I have the financial resources to complete my program	83%	Similar	Similar
Most of my courses are interesting	81%	87%	Similar
I had adequate information about my program from the university before I enrolled	75%	80%	77%
My course load is manageable	73%	84%	Similar
I can deal with stress	67%	76%	Similar
A university degree is worth the cost	64%	74%	72%
I have good study habits	58%	68%	66%
I plan to transfer to another university next year	7%	11%	Similar
I plan to go to college/CEGEP next year	6%	Similar	Similar
Note: Results for the average of Groups 2 and 3 are shown when statistically significantly different from Carleton's results.			

## Conclusion

The 2022 CUSC survey of first-year students offers valuable insight into students' reasons to attend university, their expectations/experiences, success transitioning to university and most importantly for this year, their satisfaction with the methods of course delivery and assessment.

The profile of first-year respondents from Carleton didn't change much over time, except for living arrangement and employment status. We saw a significant drop in respondents who reported living on campus from 52% in 2019 to 38% in 2022 but an increase in those living with parents from 35% in 2019 to 49% in 2022. A higher proportion of respondents in this year's survey also reported working while studying than respondents in 2019 (35% vs. 28%).

More than three quarters of first year Carleton respondents applied to other universities, with 73% of them indicating that Carleton University was their first choice. For 59% of Carleton respondents, the top reason for deciding to attend university involved future employment, that is - 'to prepare for a specific job or career', 'to get a more fulfilling job than I probably would if I didn't go' and 'I am more likely to get a job with a degree'. Carleton respondents were more likely than the comparison group to select 'to meet family's expectation' and less likely to select 'to prepare for a specific job or career'. Domestic respondents from Carleton put the most emphasis on the program they want to take when selecting a university while international respondents were interested in the thought of the university being a welcoming environment.

Participation in orientation was lower for respondents from Carleton (42%) than the aggregate of Groups 2 and 3 (49%), as well as Carleton respondents in 2019 (66%). While the overall satisfaction with orientation at Carleton was high, a significantly lower proportion of students (71%) reported higher satisfaction with orientation helping their personal and social transition to the university compared to Groups 2 and 3 respondents (77%).

When asked about areas students successfully transitioned, a higher proportion of Carleton respondents were successful than its comparable institutions in performing well in written assignments and courses that require math, meeting academic demands and managing their time. However, given the restrictions for on-campus activities, it was not surprising that respondents from Carleton were less successful in finding their way around campus, commuting to campus, becoming involved in campus activities, using the library, making friends and feeling like they belong to the university.

Methods of instruction and assessment shifted during COVID. Carleton respondents indicated that online synchronous and asynchronous was the most common method of instruction and assessment while Ontario Groups 2 and 3 respondents were more likely to use the hybrid and in-person methods. Similar levels of satisfaction for in-person and hybrid methods of instruction and assessment were reported for respondents from Carleton and Ontario Groups 2 and 3. However, less Carleton respondents were satisfied or very satisfied with the online synchronous and asynchronous methods.

In spite of the circumstances surrounding new first years' university experience, majority of respondents from Carleton were satisfied or very satisfied with their decision to attend the university (86%) and the concern shown by the university for them as individuals (61%). These proportions were similar to the comparison Groups 2 and 3 respondents. Also, 72% of Carleton respondents had their expectations either met or exceeded, although, this proportion was statistically lower compared to 81% for Groups 2 and 3 and 91% in 2019 at Carleton. Carleton respondents and their counterparts at other institutions had similar likelihood of recommending their university to a friend or family member. However, when compared to 2019, respondents from Carleton were less likely to recommend their university to a friend or family member (70% vs 85%).

Results from this survey, along with others will help Carleton improve the learning experience for its current and future students. The next CUSC survey will be for middle-year undergraduate students and is scheduled for February 2023.

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

## APPENDIX A- CUSC's Protocol for Data Use and data use permissions

## **DATA LICENSING & MEMBERSHIP AGREEMENT BETWEEN CARLETON UNIVERSITY AND THE CANADIAN UNIVERSITY SURVEY CONSORTIUM (CUSC)/CONSORTIUM CANADIEN DE RECHERCHE SUR LES ÉTUDIANTS UNIVERSITAIRES (CCREU)**

### **OWNERSHIP OF SURVEY DATA**

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

### **EXCHANGE OF SURVEY DATA AMONG MEMBERS**

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**

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.

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**

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.

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.

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**

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.

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.

## APPENDIX B- List of Groups 2 and 3 Universities



**Group 2**

Brock University  
Carleton University  
Lakehead University  
Toronto Metropolitan University  
Simon Fraser University  
Thompson Rivers 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  
University of Calgary

## APPENDIX C- Supporting Tables

**Table A1: How important were the following possible reasons in deciding to go to university?**

		Not important	Somewhat important	Important	Very important
I am more likely to get a job with a degree		3%	7%	30%	61%
To prepare for a specific job or career	2022	3%	14%	25%	58%
	G2&3	2%	11%	28%	59%
	2019	2%	9%	30%	58%
To get a more fulfilling job than I probably would if I didn't go	2022	4%	9%	31%	57%
To earn more money than if I didn't go	2022	9%	19%	30%	42%
Learning new things is exciting	2022	4%	18%	43%	35%
To apply what I will learn to make a positive difference in society or my community	2022	7%	20%	39%	34%
To satisfy my intellectual curiosity	2022	8%	21%	39%	32%
To get a broad education	2022	7%	18%	45%	31%
To meet new people	2022	10%	27%	35%	28%
To meet my family's expectations	2022	15%	31%	27%	27%
The satisfaction of doing challenging academic work	2022	18%	33%	32%	17%
	2019	11%	29%	37%	22%
To explore whether university is right for me	2022	25%	31%	28%	15%
	G2&3	20%	30%	34%	16%
	2019	19%	30%	34%	17%
Most of my friends are going	2022	55%	25%	13%	7%
The chance to participate in varsity athletics	2022	63%	22%	9%	6%
I didn't have anything better to do	2022	57%	27%	12%	5%
	2019	63%	20%	11%	6%
Note: Results for the average of Groups 2 and 3 and Carleton's 2019 are shown when statistically significantly different from Carleton's 2022 results.					

<b>Table A2: How important where the following in your decision to choose this University? Domestic Respondents</b>					
		<b>Not important</b>	<b>Somewhat important</b>	<b>Important</b>	<b>Very important</b>
It has the program I want to take	2022	3%	5%	25%	67%
	G2&3	4%	9%	31%	56%
It offered a scholarship	2022	16%	15%	31%	39%
	G2&3	33%	19%	24%	23%
The program I want has a co-op, practicum or other work experience	2022	21%	15%	25%	39%
	G2&3	31%	19%	23%	27%
The city/town it's in	2022	11%	23%	36%	29%
	G2&3	17%	20%	32%	31%
Other reason	2022	56%	5%	17%	22%
I wanted to live close to home	2022	47%	13%	18%	22%
	G2&3	31%	17%	24%	28%
The academic reputation of the university	2022	11%	27%	43%	20%
It offered other financial assistance	2022	38%	22%	21%	19%
	G2&3	44%	22%	20%	14%
Availability of public transportation	2022	26%	22%	32%	19%
	2019	19%	21%	32%	27%
I wanted to live away from home	2022	51%	16%	16%	18%
	G2&3	62%	14%	13%	11%
The program I want offers study/work experience abroad	2022	44%	19%	20%	17%
	G2&3	43%	24%	20%	13%
It offered a place in residence	2022	48%	14%	25%	14%
	G2&3	61%	13%	15%	10%
It has a good reputation for campus life	2022	20%	33%	35%	13%
	2019	21%	25%	35%	20%
The size of the university suits me	2022	31%	27%	33%	9%
	2019	24%	24%	34%	18%
Cost of university residence	2022	53%	22%	18%	7%
	G2&3	62%	18%	12%	7%
It's where my family wanted me to go	2022	65%	19%	11%	6%
	G2&3	57%	23%	13%	8%
The chance to participate in varsity athletics	2022	70%	20%	5%	5%
	G2&3	76%	14%	5%	4%

*CUSC 2022*  
*First - Year Students Survey*

It's where my friends are going	2022	70%	19%	9%	3%
	G2&3	61%	23%	12%	4%
<b>International</b>					
		<b>Not important</b>	<b>Somewhat important</b>	<b>Important</b>	<b>Very important</b>
I thought it would be a welcoming environment	2022	6%	18%	34%	42%
Academic reputation of Canadian universities in general	2022	3%	15%	42%	40%
Cost of tuition and fees for international students	2022	18%	18%	26%	37%
	G2&3	8%	16%	30%	47%
Obtaining a visa for Canada was easier than for other countries	2022	51%	23%	8%	18%
	G2&3	33%	25%	24%	18%
	2019	35%	22%	27%	16%
Friends or family recommended it	2022	29%	42%	17%	12%
Other reason	2022	64%	9%	18%	9%
Note: Results for the average of Groups 2 and 3 and Carleton's 2019 are shown when statistically significantly different from Carleton's 2022 results.					

**Table A3: How does your experience compare to what you expected in these areas?**

		Much less and less	Expected	More and much more
The time you have to put into your coursework	2022	10%	31%	58%
	2019	14%	39%	47%
How academically demanding your courses are	2022	8%	41%	51%
	2019	13%	42%	46%
Cost of going to university	2022	7%	46%	47%
Debt you might have to take on to complete your program	2022	18%	49%	33%
	2022	19%	49%	32%
Intellectual stimulation	G2&3	14%	54%	32%
	2019	13%	53%	35%
Amount of writing in your academic work	2022	17%	52%	31%
Your course grades.	2022	33%	39%	28%
Availability of help and advising from the university	2022	32%	42%	26%
	G2&3	25%	48%	27%
	2019	16%	44%	41%
Doing coursework in groups	2022	46%	31%	23%
	G2&3	33%	40%	27%
	2019	37%	40%	23%
Using math in your academic work	2022	26%	51%	22%
	G2&3	22%	52%	26%
Ease of making friends	2022	49%	31%	20%
	G2&3	43%	33%	24%
	2019	32%	37%	31%
Contact with your professors in the classroom	2022	44%	38%	18%
	G2&3	29%	49%	22%
	2019	20%	51%	29%
Amount you participate in class discussions	2022	37%	45%	18%
	G2&3	27%	52%	21%
	2019	24%	52%	23%
Contact with your professors outside of the classroom	2022	46%	37%	17%
	G2&3	34%	46%	20%
	2019	25%	46%	29%
Ease of getting involved in campus social activities	2022	58%	29%	13%
	G2&3	45%	39%	16%
	2019	34%	44%	22%

Note: Results for the average of Groups 2 and 3 and Carleton's 2019 are shown when statistically significantly different from Carleton's 2022 results.

<b>Table A4: Satisfaction with Methods of Instruction/delivery</b>					
		<b>Very dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very satisfied</b>
In-person	2022	2%	4%	55%	39%
Hybrid (combination of in-person and online)	2022	6%	20%	58%	16%
	ON G2&3	3%	14%	67%	16%
Online asynchronous (e.g. learning modules, recorded lectures)	2022	19%	25%	41%	15%
	G2&3	11%	22%	47%	20%
	ON G2&3	11%	22%	47%	20%
Online synchronous (e.g. real-time audio or video)	2022	10%	21%	58%	11%
	G2&3	6%	21%	57%	16%
	ON G2&3	5%	19%	59%	17%

<b>Table A5: Satisfaction with Experiential Learning Methods</b>					
		<b>Very dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very satisfied</b>
In-person	2022	-	7%	53%	40%
	G2&3	1%	6%	59%	33%
	ON	1%	5%	57%	37%
	G2&3				
Hybrid (combination of in-person and online)	2022	4%	6%	75%	16%
	G2&3	3%	15%	67%	15%
	ON	2%	12%	72%	15%
	G2&3				
Online synchronous (e.g. real-time audio or video)	2022	10%	19%	66%	5%
	G2&3	6%	20%	61%	13%
	ON	5%	17%	63%	15%
	G2&3				
Online asynchronous (e.g. learning modules, recorded lectures)	2022	15%	28%	51%	6%
	G2&3	11%	22%	52%	15%
	ON	12%	20%	52%	16%
	G2&3				

**Table A6: Satisfaction with Methods of Assessment**

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
In-person	2022	-	11%	58%	31%
Online asynchronous (e.g. learning modules, recorded lectures)	2022	11%	11%	57%	22%
	G2&3	3%	10%	59%	28%
	ON G2&3	4%	10%	61%	25%
Online synchronous (e.g. real-time audio or video)	2022	9%	17%	61%	13%
	G2&3	4%	14%	64%	17%
	ON G2&3	4%	13%	67%	17%
Hybrid (combination of in- person and online)	2022	-	24%	66%	11%