

2023 Canadian University  
Survey Consortium (CUSC)  
Middle-Year Undergraduate  
Students

Summary of Results

DECEMBER 2023

[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 March 2023, Carleton was one of 29 institutions that participated in the undergraduate survey coordinated by the Canadian University Survey Consortium (CUSC)<sup>1</sup>. This was Carleton's 25th 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 2023, the survey focused on middle-year undergraduate students which marked the fourth time that CUSC had offered a middle-year undergraduate survey (the first time it was done was in 2014).

## Methodology

An invitation to complete the online survey was e-mailed to a sample of 1,500 Carleton students who were middle-year undergraduates. 291 Carleton students responded to the survey, resulting in a 19.4% response rate, including partial responses. Carleton's completed response rate is 13.9%<sup>2</sup>, lower than the overall CUSC response rate of 21.5%. This year's response rate was lower than in 2020 (30.4%).

This report is meant to highlight results related to student satisfaction with their university experience. 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. For the purpose of this report, **the aggregate of Group 2 and 3, excluding Carleton University, will be used as the comparison group**<sup>3</sup>. Any differences noted in the text of this report are deemed to be statistically significant, unless otherwise noted.

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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 Group 2 and 3 proportions in this report. See Appendix B for a list of Group 2 and 3 universities.

In order to get a sense of how Carleton is doing over time, the 2023 results have been compared to the results from the 2020 survey throughout this report (the last year that the middle-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 the **Appendices**.

## Profile of Carleton Respondents

A profile of the Carleton students who responded to the 2023 CUSC student survey is presented in **Table 1**. The profile of respondents at comparable institutions (Group 2 and 3) can also be found in this table, along with the range of proportions across these universities. Whether there are statistically significant differences or not, it is very useful to consider the range of institutional results in order to understand the variation in student bodies across the participating institutions that constitute Group 2 and 3.

Attribute	Carleton (n=291)	Group 2 and 3 (n=4,592)		
		Average	Low	High
Female	65%	66%	53%	71%
Between 19 and 21 years*	72%	62%	50%	73%
International Students	9%	11%	6%	26%
Visible minority	40%	34%	26%	76%
Indigenous*	2%	6%	2%	20%
Students with a disability	46%	40%	26%	45%
Disability always limit daily activities	18%	14%	8%	16%
Living in rental accommodations	46%	49%	21%	67%
Living with parents*	42%	34%	22%	69%
Living in on-campus housing	9%	8%	3%	18%
Students who work while studying	55%	57%	47%	66%
Average number of hours worked per week (all respondents who worked)	17	18	15	20
Median grade (self-reported) so far at university	B	B	B	A

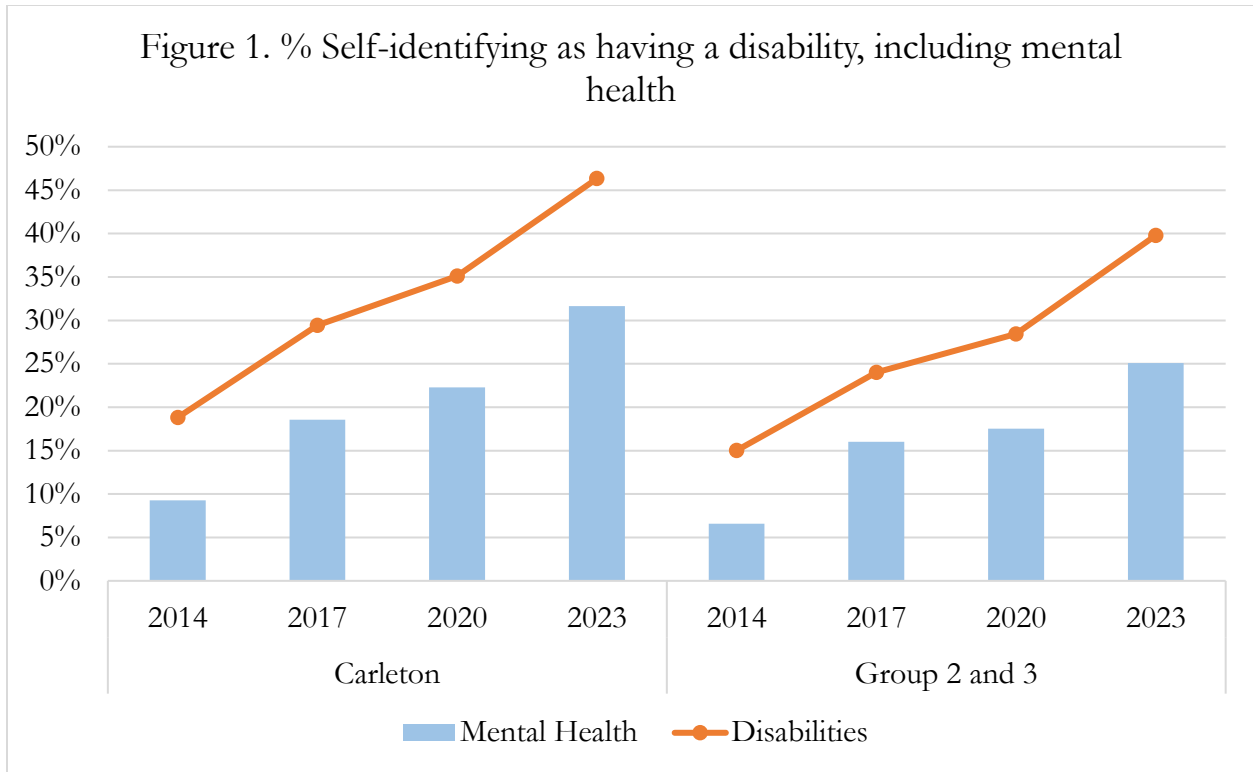
\* denotes statistically significant difference between Carleton and the Group 2 and 3 average

Sixty-five percent of respondents from Carleton were female, which is a higher proportion than the eligible survey population at Carleton (49.6%). The proportion of female middle-year respondents at Carleton is similar to that of the average of Group 2 and 3, however, it is higher than that of Carleton's respondents in 2020 (58%).

Seventy-two percent of Carleton respondents were between the ages of 19 and 21 at the start of 2023, which was higher than the average of the Group 2 and 3 at 62%, but similar to the proportion of respondents in 2020. Carleton respondents were less likely than the average of Group 2 and 3 to self-report being an Indigenous student (2% vs. 6% respectively). Differences in the proportion of students who self-identified as being members of a visible minority or an International student are not statistically significant. Carleton proportions are similar to those in 2020.

Carleton respondents were as likely as the average of Group 2 and 3 to report having a disability and having their daily activities always impacted by it. At Carleton, there is a significant increase on those who self-reported having a disability (from 29% in 2017 to 35% in 2020, and to 46% in 2023). The increase in respondents reporting having a disability is driven by an increase in respondents selecting mental health. Mental health was reported as the most common disability, with Carleton respondents more likely to select mental health (32% compared to 25% in Group 2 and 3). For Carleton this proportion was up from the 2020 survey, where 22% of respondents selected mental health. It is unclear whether the increase in respondents selecting mental health is a result of an increase in mental health disabilities or impairments or a change in awareness and stigma, or some combination of both. **Figure 1** shows the trend of the proportion of respondents who self-identified having a disability, including mental health, since 2014, the first time Carleton participated in the middle-year CUSC survey.

Carleton respondents were more likely than respondents in the comparison group, on average, to be living with parents (42% compared to 34% in Group 2 and 3). And compared to respondents in 2020, Carleton respondents are less likely to live in rental accommodations (46% in 2023 vs. 54% in 2020). Middle-year respondents at Carleton are more likely to use public transportation (52% compared to 21% of respondents in Group 2 and 3, on average). This could be attributed to the compulsory Universal Transit Pass (U-Pass) for full-time undergraduate students at Carleton.



First-generation respondents (i.e. neither parents nor guardians had any post-secondary education) accounted for 6% of Carleton middle-year respondents, which was lower than the 14% in the comparison group and the 11% in 2020. Conversely, 66% of Carleton respondents (similar to 2020) indicated that a parent/guardian held at least an undergraduate degree (vs. 55% in Group 2 and 3). Self-reported median grade (B) was similar between the respondents at Carleton and those in Group 2 and 3, as well as among 2020 Carleton respondents.

Fifty-five percent of Carleton respondents reported working while studying for on average 17 hours per week, similar to that of Group 2 and 3, on average, and to Carleton respondents in 2020. The survey asked respondents if working had an impact on their academic performance. Generally, for full-time students, the reported impact became increasingly negative as the number of hours worked increased (a similar trend for Group 2 and 3). These results are therefore best interpreted controlling for hours worked (**Table 1a**).

<b>Table 1a. Impact of Work on Academic Performance (Full-Time Students)</b>				
Hours worked	Carleton		Group 2 and 3	
	% Hours worked	% Negative impact	% Hours worked	% Negative impact
10 or less	34%	23%	35%	Similar
10.5 to 15	18%	54%	19%	Similar
15.5 to 20	25%	61%	22%	Similar
20.5+	22%	69%	23%	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.

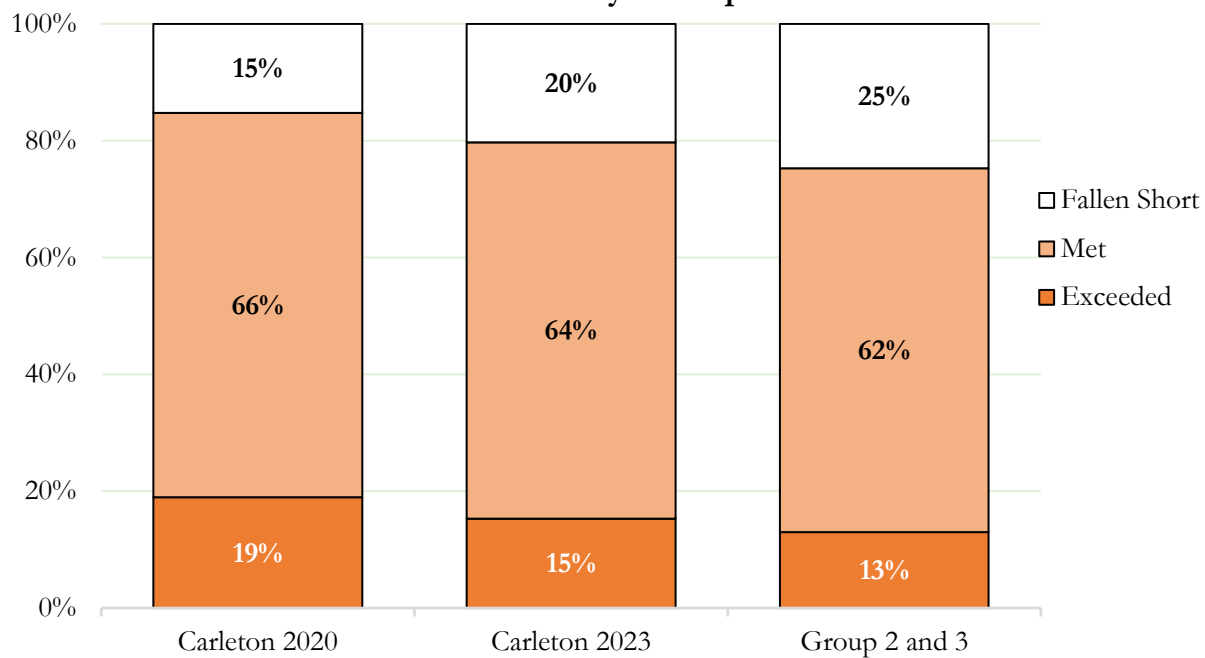


## Results

### Overall Satisfaction with University Experience

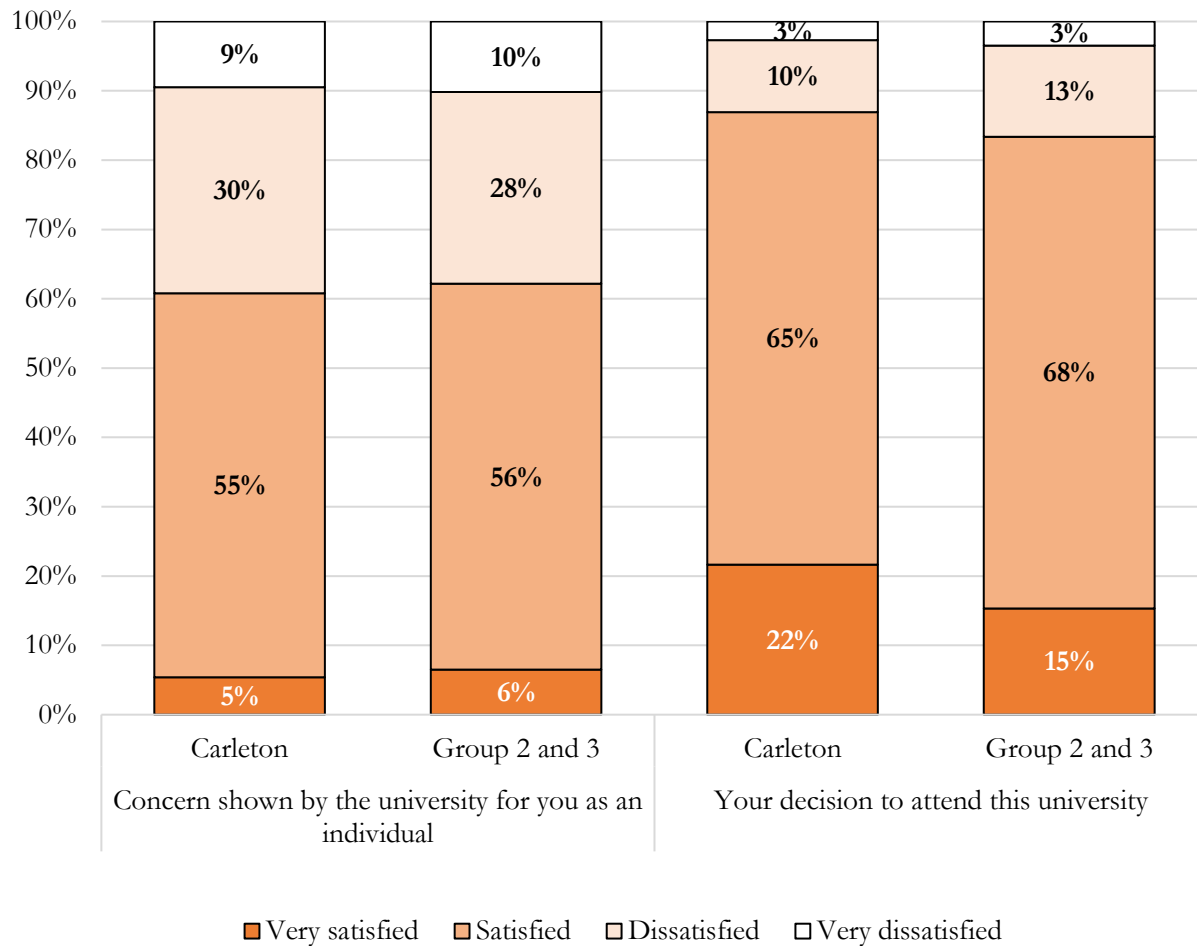
In the 2023 CUSC survey for middle-year students, respondents were asked about their overall experience at their university and how it compared to their expectations. As **Figure 2** illustrates, 80% of Carleton respondents say that their experience has met or exceeded their expectations. Responses are similar between Carleton and the comparison group, as well as to Carleton's 2020 results.

**Figure 2: Has your Experience at this University Met, Exceeded or Fallen Short of your Expectations?**



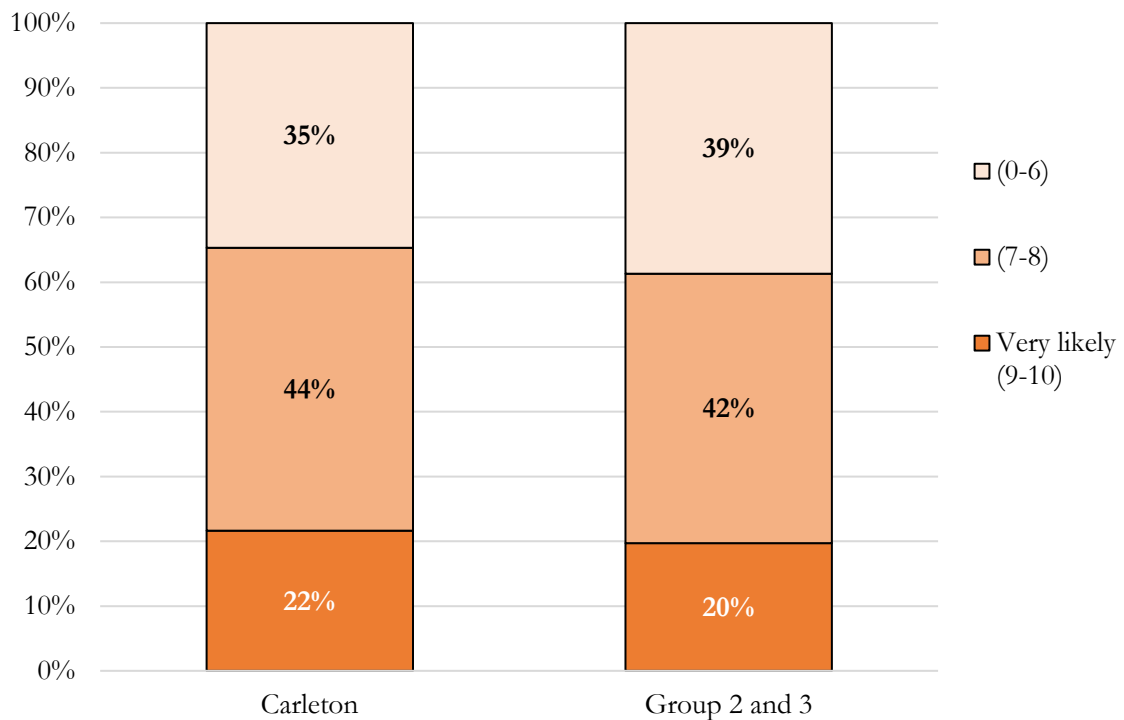
Respondents were asked to rate how satisfied they were with the concern shown by the university for them as an individual, as well as their decision to attend this university (**Figure 2a**). Eighty seven percent of Carleton respondents are satisfied with their decision to attend Carleton, and 61% are satisfied with the concern shown by the university for them as individuals, which is similar to respondents from the comparison institutions. Carleton's results are similar to 2020 for both questions as well.

**Figure 2a: Overall Satisfaction of University Experience  
 Carleton vs. Comparable Institutions**



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) (**Figure 3**). The difference between Carleton respondents and the comparison group is not statistically significant. However, 2023 Carleton respondents are less likely to recommend Carleton to a friend or family member than 2020 Carleton respondents.

**Figure 3: How likely is it that you would recommend this university to a friend or family member?**



## Satisfaction with Teaching

### Perception of Professors

The survey explored the perceptions that respondents had towards their professors through their response ratings of a range of statements. Seventy-eight percent of Carleton respondents strongly agreed or agreed that they were generally satisfied with the quality of teaching they received, similar to Group 2 and 3 and to Carleton respondents in 2020. Additionally, specific questions were asked about perceptions of professors with respect to teaching and teaching-related interactions. For Carleton, the 14 statements as related to students' level of agreement are illustrated in **Figure 4**. The figure shows that, on a whole, Carleton respondents have positive perceptions of their professors with 10 out of the 14 measures being above 70% agreement.

Figure 4: Perceptions of Professors



The 14 statements that were evaluated to assess perceptions of professors are listed in **Table 2**. It can be seen that Carleton respondents reported lower levels of agreement compared to the average of Group 2 and 3 for all items that are statistically significantly different. Compared to 2020, Carleton respondents in 2023 were less likely to agree that “Most of my professors are reasonably accessible outside of class” (83% in 2023 vs. 89% in 2020).

Table 2: Proportion of Carleton Respondents (2020 and 2023) and Group 2 and 3 who Strongly Agreed or Agreed that “Most of my professors...”	Carleton		Group 2 and 3
	2020	2023	2023
Are reasonably accessible outside of class	89%	83%	88%
Take a personal interest in my academic progress	Similar	48%	Similar
Encourage students to participate in class discussions	Similar	82%	88%
Are well organized in their teaching	Similar	80%	Similar
Seem knowledgeable in their fields	Similar	93%	Similar
Communicate well in their teaching	Similar	77%	Similar
Are intellectually stimulating in their teaching	Similar	69%	Similar
Provide useful feedback on my academic work	Similar	69%	Similar
Provide prompt feedback on my academic work	Similar	66%	Similar
Are consistent in their grading	Similar	78%	Similar
Treat students the same regardless of gender	Similar	94%	Similar
Treat students the same regardless of race	Similar	93%	Similar
Look out for students' interests	Similar	77%	79%
Generally, I am satisfied with the quality of teaching I have received	Similar	78%	Similar

Note: Results for Carleton 2020 and the average of Group 2 and 3 are shown when statistically significantly different from Carleton's 2023 results.

Students were asked to select the top three aspects that they believe are most important for professors to focus on. The most selected aspect was: are intellectually stimulating in their teaching, with 42% selecting it their top three, followed by communicate well in their teaching (39%) and are well organized in their teaching (34%). **Table 3** shows results for Carleton (2020 and 2023) and the average of Group 2 and 3.

Appendix C gives a more detailed summary of satisfaction results for teaching among Carleton respondents, compared to the average of Group 2 and 3, as well as Carleton respondents in 2020.

### Perception of Staff

Seventy-seven percent of Carleton respondents agree or strongly agree that “most teaching assistants in my academic program are helpful” and 80% respondents agree or strongly agree that “most university support staff (e.g. clerks, secretaries etc.) are helpful”, similar to the average of Group 2 and 3; also similar to Carleton respondents in 2020.

Most of my professors...	Carleton		Group 2 and 3
	2020	2023	2023
Are intellectually stimulating in their teaching	33%	42%	Similar
Communicate well in their teaching	Similar	39%	Similar
Are well organized in their teaching	26%	34%	Similar
Provide useful feedback on my academic work	21%	33%	Similar
Are consistent in their grading	17%	25%	20%
Treat students the same regardless of race	15%	24%	Similar
Seem knowledgeable in their fields	29%	22%	30%
Look out for students' interests	12%	19%	Similar
Treat students the same regardless of gender	12%	19%	Similar
Provide prompt feedback on my academic work	Similar	14%	Similar
Are reasonably accessible outside of class	Similar	11%	Similar
Encourage students to participate in class discussions	Similar	10%	Similar
Take a personal interest in my academic progress	Similar	7%	13%

Note: Results for Carleton 2020 and the average of Group 2 and 3 are shown when statistically significantly different from Carleton's 2023 results. Respondents provided top three choices. Therefore, columns will not sum to 100%.

## Activities

When assessed on student engagement in community service and volunteer activities, compared to the average of Group 2 and 3, Carleton middle-year respondents were less likely (very often or often) to participate in on-campus community service/volunteer activities (8% vs. 9% for Group 2 and 3 on average), also less likely compared to 2020 (13%). With regards to student's involvement in campus activities, Carleton middle-year respondents had similar engagement to the average of Group 2 and 3. Compared to 2020, most engagement was similar, except for Attended campus cultural events (theatre, concerts, art exhibits, etc.) with this year's respondents less likely to attend (7% vs. 5% in 2023). **Table 4** shows the activities students participated in 'often' or 'very often' and any differences between Carleton and the average of Group 2 and 3, and Carleton's respondents in 2020.

Table 4: Student Involvement in Activities				
Since last September, how often have you... (% often or very often)		Carleton		Group 2 and 3
		2020	2023	2023
Campus Activities	Attended campus social events	Similar	12%	Similar
	Attended public lectures and guest speakers on campus	Similar	8%	Similar
	Attended campus cultural events (theatre, concerts, art exhibits, etc.)	7%	5%	Similar
	Participated in student government (excluding voting in student elections)	Similar	8%	Similar
	Participated in student clubs	Similar	16%	Similar
	Participated in on-campus student recreational and sports programs	Similar	14%	Similar
	Attended home games of university athletic teams	Similar	8%	Similar
Community service and volunteer activities	Participated in on-campus community service/volunteer activities?	13%	8%	9%
	Participated in off-campus community service/volunteer activities?	Similar	8%	Similar

Note: Results for Carleton 2020 and the average of Group 2 and 3 are shown when statistically significantly different from Carleton's 2023 results.

Forty-eight percent of Carleton respondents reported spending in excess of 31 hours a week on academic work in total (in and out of class), this was comparable to the average of Group 2 and 3, and to Carleton respondents in 2020.

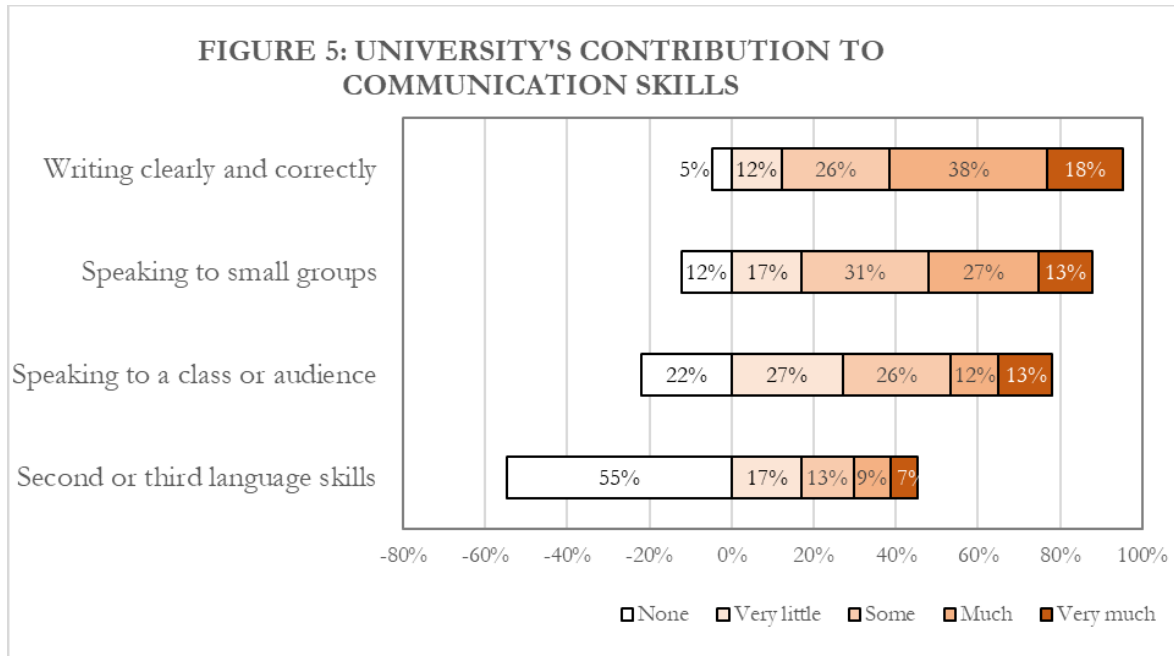
## Growth and Development

Respondents were asked how much their university experience contributed to their growth and development in 30 areas. These areas could be categorized into four themes: (i) communication skills; (ii) analytical and learning skills; (iii) working skills; and (iv) life skills (**Figures 5 through 8** sorted by total of Very much and Much).

### Contribution to communication skills

Among the four communication skills rated, Carleton university contributed *most* to students' growth and development in writing clearly and correctly (57% very much or much), which is similar to Group 2 and 3 on average, and contributed *least* to second or third language skills (16% very much or much), which is also similar to Group 2 and 3 on average. In the other two areas that were assessed, Carleton respondents were less likely than the peer group to indicate that the university contributed to speaking to small groups (40% vs. 47% in Group 2 and 3) and speaking to a class or audience (25% vs. 35%).

Compared to 2020, Carleton respondents in 2023 were less likely to indicate that the university contributed to speaking to a class or audience (25% very much or much vs. 28% in 2020).

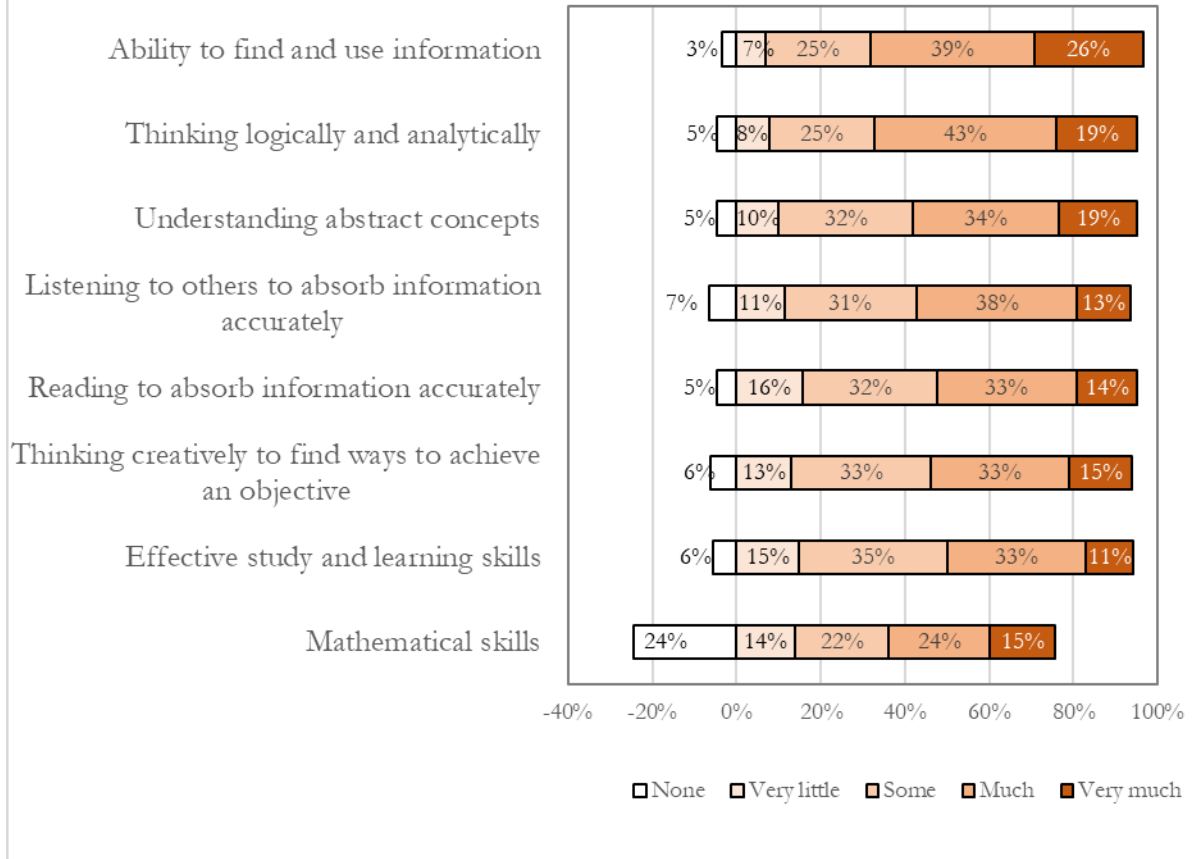


### Contribution to analytical and learning skills

In the eight areas assessed, Carleton respondents rated the university as contributing the *most* to their ability to find and use information (65% very much or much, similar to Group 2 and 3) and contributing the *least* to mathematical skills (39%, similar to Group 2 and 3). Results in the analytical and learning skills area are similar to those in 2020.



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

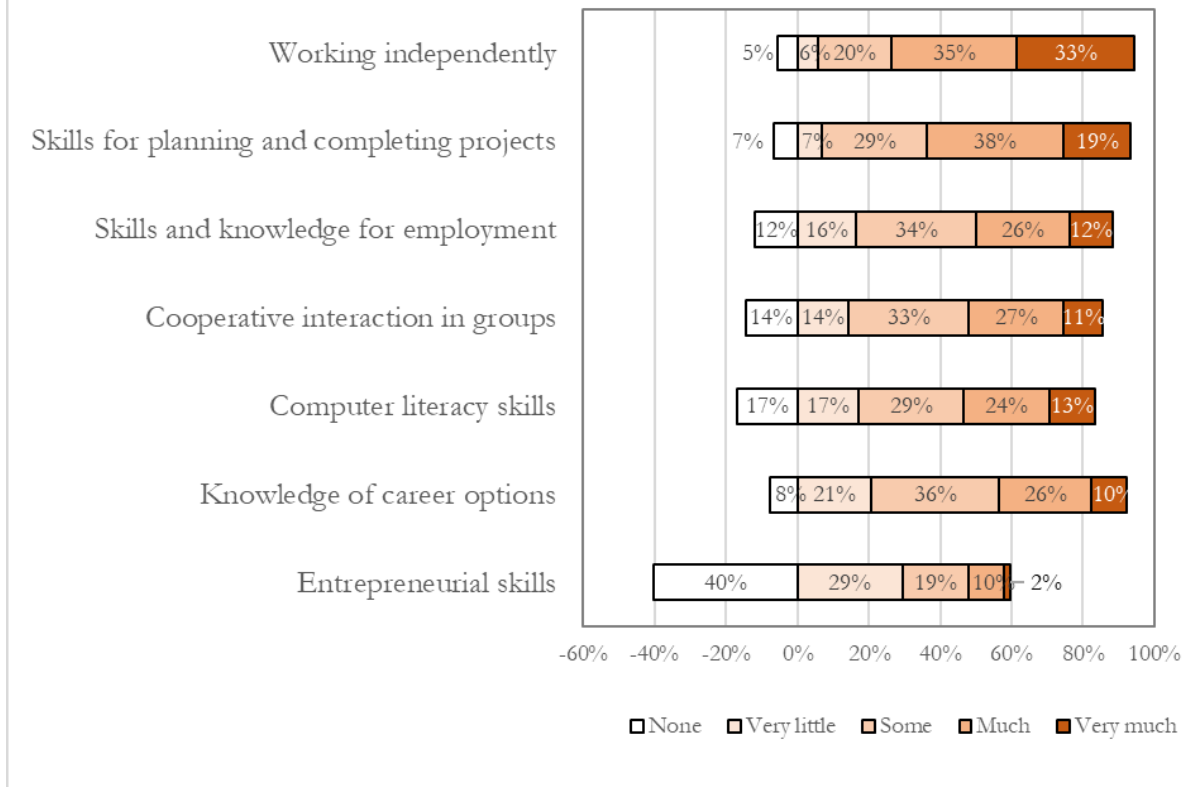


### Contribution to working skills

Carleton respondents, when asked to assess the university’s contribution to their development and growth in 7 working skills areas, rated the university as contributing the *most* (very much and much) to their ability to work independently (68%, similar to Group 2 and 3, on average) and contributing the *least* to their entrepreneurial skills (12%, lower than the 19% in Group 2 and 3, on average).

Carleton respondents were less likely than the average of Group 2 and 3 to indicate that the university contributed (very much or much) to growth and development in cooperative interaction in groups (38% vs. 46%). Results are similar to 2020 in the working skills area.

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

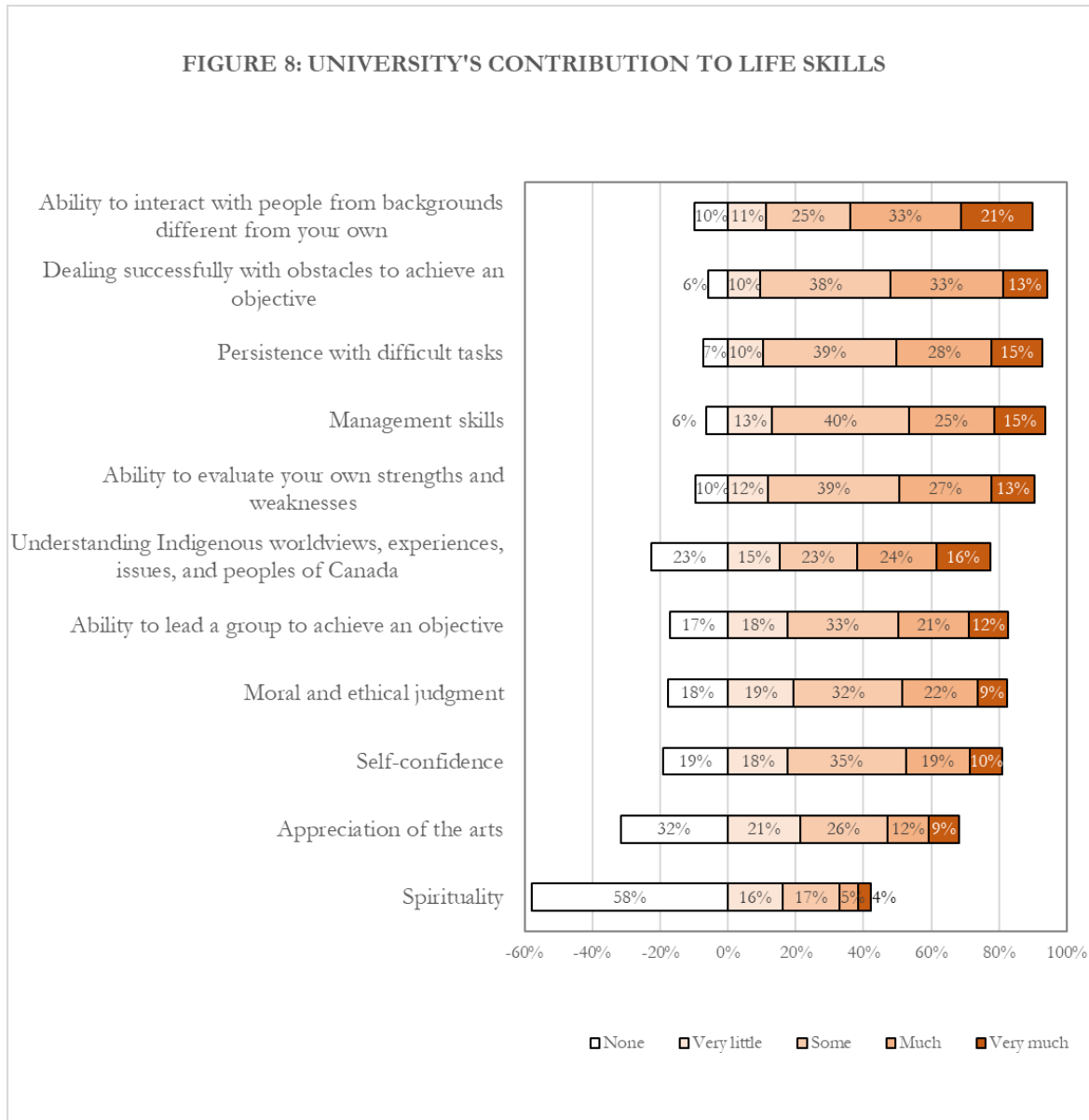


### Contribution to life skills

When asked to assess the university’s contribution to the development and growth of life skills, Carleton respondents rated the university as contributing (very much or much) the *most* to their ability to interact with people from backgrounds different from their own (54%, similar to Group 2 and 3, on average) and the *least* to their spirituality (9%, lower than the 17% in Group 2 and 3, on average).

Carleton respondents were less likely to indicate that the university contributed (very much or much) to growth and development in the following life skills areas compared to respondents in Group 2 and 3, on average: management skills (40% vs. 53% in Group 2 and 3); ability to evaluate your own strengths and weaknesses (40% vs. 51%); understanding Indigenous worldviews, experiences, issues, and peoples of Canada (39% vs. 48%); ability to lead a group to achieve an objective (33% vs. 42%); moral and ethical judgment (31% vs. 46%); self-confidence (29% vs. 38%) and appreciation of the arts (21% vs. 29%).

Compared to 2020, 2023 Carleton respondents were less likely to indicate that the university contributed (very much or much) to growth and development in management skills (40% vs. 52%) and in the ability to evaluate your own strengths and weaknesses (40% vs. 48%).



## Commitment to completion

The middle-year CUSC survey asks a series of questions that collect information on students' commitment to completing their programs. The vast majority of respondents (97%) agree or strongly

agree that they plan to complete their degree at their current university (which is similar to the average of respondents from Group 2 and 3). And a lower proportion of Carleton respondents are planning on transferring to another university (4% vs. 8%) or to go to college (7% vs. 16%) next year compared to Group 2 and 3.

At Carleton, most respondents agree or strongly agree that they are willing to put a lot of effort into being successful at university (93%, however, this is lower than comparable institutions, 96%), also a lower proportion of Carleton respondents normally go to all their classes, 84% compared to 90% for the comparison group. Additionally, 67% of Carleton respondents say that their course load is manageable, which is lower than the 80% of respondents from the Group 2 and 3, and to the 78% of Carleton respondents in 2020.

**Table 5: Commitment to completion**

<b>% Agree and Strongly agree</b>	<b>Carleton 2020</b>	<b>Carleton 2023</b>	<b>Group 2 and 3</b>
I plan to complete my degree at this university	Similar	97%	Similar
I plan to come back to this university next year	Similar	96%	Similar
I am in the right program for me	Similar	94%	Similar
I am willing to put a lot of effort into being successful at university	Similar	93%	96%
I normally go to all of my classes	Similar	84%	90%
Most of my courses are interesting	Similar	81%	Similar
I have the financial resources to complete my program	Similar	81%	Similar
I can deal with stress	Similar	72%	Similar
My course load is manageable	78%	67%	80%
I had adequate information about my program from the university before I enrolled	Similar	65%	Similar
I have good study habits	Similar	63%	Similar
A university degree is worth the cost	62%	52%	Similar
I plan to go to college/CEGEP next year	Similar	7%	16%
I plan to transfer to another university next year	Similar	4%	8%
Note: Results for the average of Group 2 and 3 and Carleton's 2020 shown when statistically significantly different from Carleton's 2023 results. "Don't know" responses are not included in the calculations. Response options are: Strongly disagree, disagree, agree, strongly agree, and don't know.			

## Goal Development

### Education goals

Middle-year students from Carleton University were more likely than their counterparts to have chosen their major or discipline, 97% vs. 89% of Group 2 and 3, on average.

After completion of their undergraduate program, 20% of Carleton middle-year respondents (similar to 2020 survey results) indicated that they intend to apply to a professional program (e.g., Medicine, Law, etc.), this is a lower proportion compared to 29% of respondents in the Group 2 and 3. And 36% of respondents at Carleton intend to apply to graduate school, similar to the proportion for respondents in Group 2 and 3, on average, and to 2020 Carleton respondents.

### Future Career Goals

Overall, 21% of middle-year respondents have a specific career in mind while another 40% have several possible careers in mind. Sixty-seven percent of respondents say they know their career options at least fairly well, with 18% saying they know their options very well. Almost all middle-year respondents have taken at least one step to prepare them for employment or their career after graduation, mostly casual steps like talking with parents, family or friends about employment.

<b>Table 6: Future Career Goals</b>			
<b>Which of the following best describes your career plans?</b>	<b>Carleton 2020</b>	<b>Carleton 2023</b>	<b>Group 2 and 3</b>
I have a specific career in mind	Similar	21%	35%
I have several possible careers in mind		40%	34%
I have some general ideas but I need to clarify them		26%	22%
I am unsure, but I want to develop a career plan		11%	8%
I am not thinking about a career at this stage of my studies		2%	2%
<b>How well do you know the career options your program or intended program could open for you?</b>	<b>Carleton 2020</b>	<b>Carleton 2023</b>	<b>Group 2 and 3</b>
Very well	Similar	18%	Similar
Fairly well		49%	
Only a little		30%	
Not at all		3%	

Steps taken to prepare for employment/career after graduation. Choose all that apply	Carleton 2020	Carleton 2023	Group 2 and 3
Talked with parents/family about employment/career	Similar	79%	Similar
Talked with friends about employment/career	Similar	78%	71%
Created resume or curriculum vitae (CV)	Similar	69%	55%
Talked with professors about employment/career	Similar	31%	Similar
Worked in my chosen field of employment	Similar	25%	34%
Attended an employment fair	34%	22%	Similar
Met with a career counsellor	22%	15%	Similar
Volunteered in my chosen field of employment	24%	15%	25%
None of the above	Similar	7%	Similar
I have a career mentor	Similar	4%	Similar
Note: Results for the average of Group 2 and 3 and Carleton's 2020 shown when statistically significantly different from Carleton's 2023 results.			

## Satisfaction with Services and Facilities

Respondents were asked if they had used 26 services and facilities, and those who had used them were able to rate their satisfaction with the services and facilities.

As seen in **Figure 9**, the percentage of users is shown in parentheses besides each item (e.g. 49% of Carleton respondents indicated that they had used the library's electronic resources). The chart further shows the satisfaction ratings provided by those respondents who indicated they used the service or facilities. Services or facilities are sorted in descending order based on the proportion of respondents that were very satisfied or satisfied.

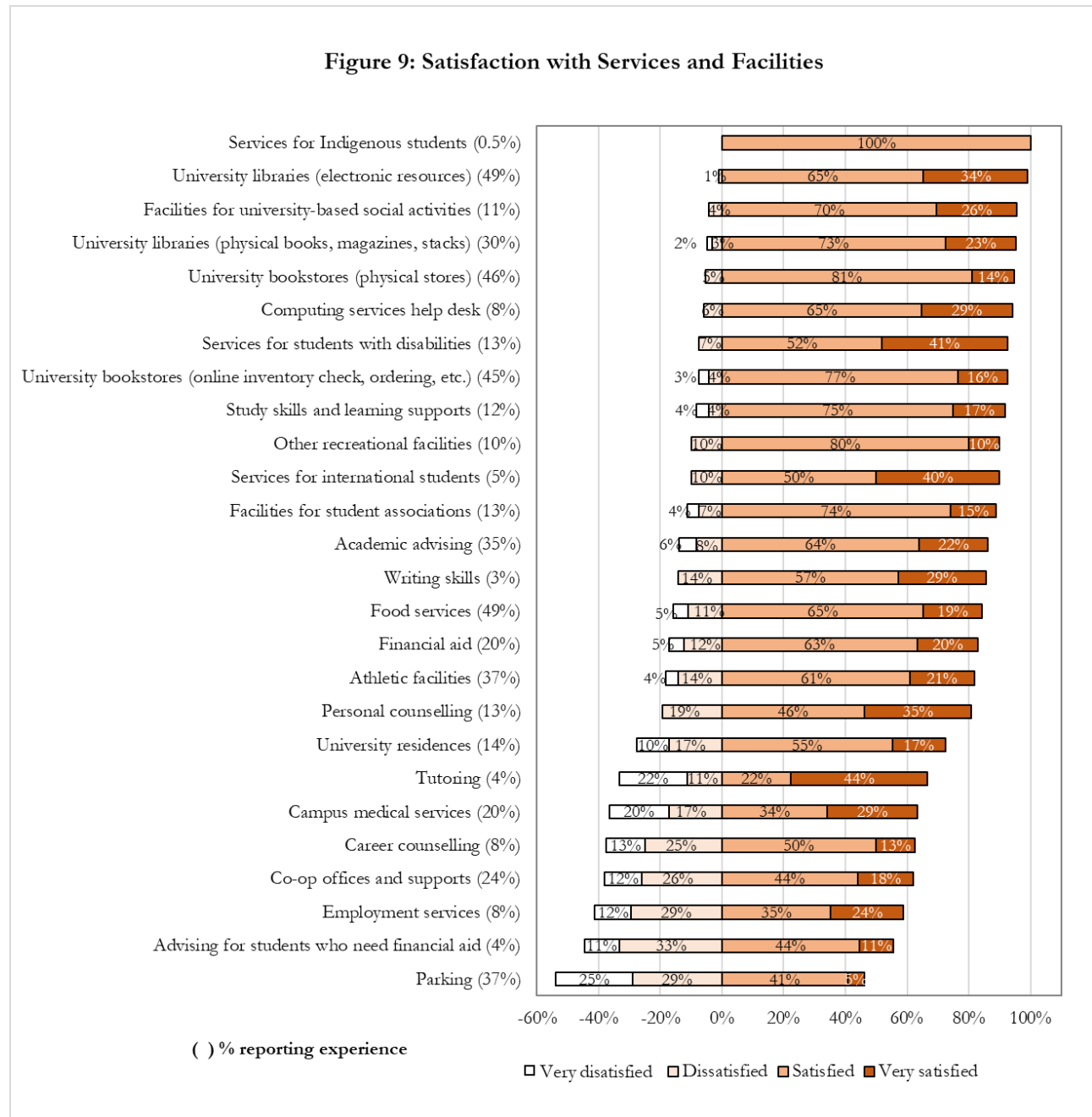
It must be taken into consideration that the smaller the proportion of respondents who reported using a service or facility, the less reliable the results may be for the satisfaction ratings of the service or facility.

Carleton respondents reported a higher usage of the following services compared to Group 2 and 3: Campus medical services (20% vs. 14%); Co-op offices and supports (24% vs. 13%); Facilities for student associations (13% vs. 8%); and Food services (49% vs. 38%).

Carleton respondents reported lower usage of the following services compared to Group 2 and 3: Academic advising (35% vs. 48%) and Writing skills (3% vs. 9%).

Regarding satisfaction with the services used, Carleton respondents reported *higher* levels of satisfaction (satisfied and very satisfied), compared to the average of Group 2 and 3 with Food services

(84% vs. 73%). Carleton respondents reported *lower* levels of satisfaction than Group 2 and 3, on Campus medical services (63% vs. 88%) and Co-op offices and supports (62% vs. 89%).



Among Carleton respondents, in comparing the use of services and facilities from 2020 to 2023 there was a *decrease* in the use of University libraries (electronic resources) (from 63% in 2020 to 49% in

2023); Food services (60% vs. 49%); University bookstores (physical stores) (64% vs. 46%); University libraries (physical books, magazines, stacks) (46% vs. 30%); Financial aid (28% vs. 20%); Career counselling (13% vs. 8%) and Writing skills (11% vs. 3%).

When compared to 2020, there were no statistically significant differences in satisfaction with services and facilities to Carleton respondents from 2023.

Appendix D gives a more detailed summary of services and facilities satisfaction results for 2023 Carleton respondents and the comparison to the average of Group 2 and 3, and to 2020 Carleton respondents.



## Conclusion

The 2023 CUSC survey offers valuable insight into students' perceptions of their experiential learning and development as they progress through their academic program. Furthermore, survey results provide useful feedback that will aid in Carleton University's ongoing effort for continued improvements in the educational experience for current and future students.

At Carleton, there has been a significant increase on those who self-report having a disability (from 29% in 2017 to 35% in 2020, and to 46% in 2023). The increase in respondents reporting having a disability is driven by an increase in respondents selecting mental health. Mental health was reported as the most common disability, with Carleton respondents more likely to select mental health (32% compared to 25% in Group 2 and 3). For Carleton, this proportion was up from the 2020 survey, where 22% of respondents selected mental health.

Overall, Carleton middle-year respondents indicated a positive experience at the university. Eighty percent of respondents reported that the university had either met or exceeded their expectations; 87% reported satisfaction with their decision to attend this university; similar to respondents in Group 2 and 3.

Despite the high levels of overall satisfaction with students' experiences at Carleton, there were some areas where Carleton respondents had lower levels of agreement or satisfaction. For instance, the level of agreement was lower when it comes to their professors being reasonably accessible outside of class with 83% (strongly agree or agree), which is lower than the comparison group (88%), and to Carleton in 2020 (89%); also, when it comes to their professors encouraging students to participate in class discussions (82% vs. 88% in the comparison group); and when it comes to their professors looking out for students' interest (77% vs. 79%).

Carleton respondents reported lower usage of Academic Advising, compared to Groups 2 and 3 (35% vs. 48%), however, their satisfaction with this service is similar.

The next CUSC survey will be for graduating undergraduate students and is scheduled for February 2024. 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- Group 2 and Group 3 Institutions participating in 2023 CUSC survey

### Group 2

Brock University

Carleton University

Lakehead University

Simon Fraser University

Thompson Rivers University

University of New Brunswick (Fredericton)\*

University of Regina

University of Victoria

Wilfrid Laurier University

There were no universities from Group 3 this survey year.

\* The University of New Brunswick was split between the two groups (G1 and G2) according to which campus students attended.

## Appendix C- Perceptions of Professors and Staff

Most of my professors...		Strongly disagree	Disagree	Agree	Strongly agree
Are reasonably accessible outside of class	Carleton 2023	3%	15%	67%	15%
	Group 2 and 3	2%	10%	69%	19%
	Carleton 2020	1%	9%	72%	18%
Take a personal interest in my academic progress	Carleton 2023	15%	37%	40%	8%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Encourage students to participate in class discussions	Carleton 2023	4%	14%	65%	17%
	Group 2 and 3	2%	10%	62%	26%
	Carleton 2020	Similar			
Are well organized in their teaching	Carleton 2023	4%	16%	67%	13%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Seem knowledgeable in their fields	Carleton 2023	2%	6%	53%	40%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Communicate well in their teaching	Carleton 2023	4%	19%	64%	13%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Are intellectually stimulating in their teaching	Carleton 2023	5%	26%	54%	15%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Provide useful feedback on my academic work	Carleton 2023	4%	27%	57%	11%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Provide prompt feedback on my academic work	Carleton 2023	9%	26%	53%	13%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Are consistent in their grading	Carleton 2023	5%	16%	65%	13%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			

<b>Most of my professors...</b>		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Treat students the same regardless of gender	Carleton 2023	2%	4%	50%	44%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Treat students the same regardless of race	Carleton 2023	2%	4%	51%	42%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Look out for students' interests	Carleton 2023	4%	18%	60%	17%
	Group 2 and 3	4%	18%	52%	27%
	Carleton 2020	Similar			
Generally, I am satisfied with the quality of teaching I have received	Carleton 2023	3%	19%	66%	12%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Most teaching assistants in my academic program are helpful	Carleton 2023	5%	17%	55%	22%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Most university support staff (e.g., clerks, secretaries, etc.) are helpful	Carleton 2023	6%	15%	54%	26%
	Group 2 and 3	Similar			
	Carleton 2020	Similar			
Note: Results for the average of Group 2 and 3 and Carleton's 2020 shown when statistically significantly different from Carleton's 2023 results.					

## Appendix D- Usage and Satisfaction with Services and Facilities

Services and facilities used and satisfaction		(%) Used	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Services for Indigenous students	Carleton 2023	0.5%			100%	
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Services for international students	Carleton 2023	5%		10%	50%	40%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Services for students with disabilities	Carleton 2023	13%		7%	52%	41%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
University libraries (physical books, magazines, stacks)	Carleton 2023	30%	2%	3%	73%	23%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	46%	Similar			
University libraries (electronic resources)	Carleton 2023	49%		1%	65%	34%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	63%	Similar			
Employment services	Carleton 2023	8%	12%	29%	35%	24%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Career counselling	Carleton 2023	8%	13%	25%	50%	13%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	13%	Similar			
Personal counselling	Carleton 2023	13%		19%	46%	35%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Academic advising	Carleton 2023	35%	6%	8%	64%	22%
	Group 2 and 3	48%	Similar			
	Carleton 2020	Similar	Similar			
Tutoring	Carleton 2023	4%	22%	11%	22%	44%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Study skills and learning supports	Carleton 2023	12%	4%	4%	75%	17%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			

Services and facilities used and satisfaction		(%) Used	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Writing skills	Carleton 2023	3%		14%	57%	29%
	Group 2 and 3	9%	Similar			
	Carleton 2020	11%	Similar			
University residences	Carleton 2023	14%	10%	17%	55%	17%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Advising for students who need financial aid	Carleton 2023	4%	11%	33%	44%	11%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Financial aid	Carleton 2023	20%	5%	12%	63%	20%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	28%	Similar			
Athletic facilities	Carleton 2023	37%	4%	14%	61%	21%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Other recreational facilities	Carleton 2023	10%		10%	80%	10%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
University bookstores (physical stores)	Carleton 2023	46%		5%	81%	14%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	64%	Similar			
University bookstores (online inventory check, ordering, etc.)	Carleton 2023	45%	3%	4%	77%	16%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Campus medical services	Carleton 2023	20%	20%	17%	34%	29%
	Group 2 and 3	14%	3%	9%	52%	36%
	Carleton 2020	Similar	Similar			
Co-op offices and supports	Carleton 2023	24%	12%	26%	44%	18%
	Group 2 and 3	13%	2%	9%	65%	24%
	Carleton 2020	Similar	Similar			
Facilities for university-based social activities	Carleton 2023	11%		4%	70%	26%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Facilities for student associations	Carleton 2023	13%	4%	7%	74%	15%
	Group 2 and 3	8%	Similar			
	Carleton 2020	Similar	Similar			



Services and facilities used and satisfaction		(%) Used	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Computing services help desk	Carleton 2023	8%		6%	65%	29%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Food services	Carleton 2023	49%	5%	11%	65%	19%
	Group 2 and 3	38%	8%	19%	61%	12%
	Carleton 2020	60%	Similar			
Parking	Carleton 2023	37%	25%	29%	41%	5%
	Group 2 and 3	Similar	Similar			
	Carleton 2020	Similar	Similar			
Note: Results for the average of Group 2 and 3 and Carleton's 2020 shown when statistically significantly different from Carleton's 2023 results.						