

# 2023 NSSE

## Summary of Selected Carleton Results from the 2023 National Survey of Student Engagement

NOVEMBER 2023

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## Introduction

The National Survey of Student Engagement (NSSE) is an annual survey which collects data on first-year and final-year undergraduate students. This survey's focus is on assessing the level of student participation and engagement in activities deemed to be educationally effective. NSSE is conducted by Indiana University's Center for Postsecondary Research.

Carleton participates in NSSE every three years. In March 2023, Carleton took part in NSSE for the ninth time. As was done for the previous NSSE administration at Carleton, all students who were in their first or final year were invited to participate in the survey. Altogether, 2,030 students responded, resulting in a 21% response rate. This included 1,090 first-year respondents, and 940 final-year respondents (third-year students in a three-year program and fourth-year students in a four-year program). This year's response rate is even lower than 2020 response rate, when email reminders were cancelled because of the COVID-19 pandemic.

In 2023, 19 Ontario universities participated in NSSE as a consortium. Throughout this summary we compare Carleton's results to those of the rest of the Ontario consortium<sup>1</sup>, on average. In general, the Ontario consortium is a comparison group for Carleton that is especially meaningful since all Ontario universities are subject to the same provincial policies and funding arrangements. However, it is important to keep in mind that each university has a distinct mission and program mix. In addition, while final-year at Carleton includes students in their last year of both three-year and four-year undergraduate programs, not all universities in Ontario have three-year degree programs. These factors may explain some of the variation.

## A Profile of Carleton's NSSE Respondents

Fifty-six percent of first-year and 61 percent of final-year Carleton respondents were female. This indicates a female response bias. To control for some of this known gender response bias, NSSE weights institutional results to better reflect the actual gender distribution at an institution. The institutional level results in this report for both Carleton and the Ontario Consortium are weighted.

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<sup>1</sup> Throughout this summary, including charts and tables, any reference to the Ontario Consortium excludes Carleton (for both comparative purposes and statistical testing). Highlighted differences are statistically significant, unless otherwise noted.

**Table 1** shows the breakdown of Carleton respondents by academic faculty and year level. The distribution of respondents across faculties is similar to the faculty distribution of first and final-year students at Carleton.

<b>Table 1: Number of Respondents in 2023 by Faculty</b>			
	<b>First-Year</b>	<b>Final-Year</b>	<b>Total</b>
Faculty of Arts and Social Sciences	232	293	525
Faculty of Public Affairs	250	211	461
Sprott School of Business	78	45	123
Faculty of Science	247	170	417
Faculty of Engineering and Design	283	221	504
<b>Total</b>	<b>1,090</b>	<b>940</b>	<b>2,030</b>

Of respondents who were in their final year, 8 percent were in their 3rd year of study and 92 percent were in their 4th year of study. This is a slight under-representation of 3rd year students (in a three-year program) since they accounted for 11% of the survey population.

At the time of the survey most first-year respondents were full-time students (96 percent); this proportion was slightly lower for final-year respondents (87 percent).

Forty-eight percent of first-year respondents reported living on-campus, compared to only 4 percent of final-year respondents.

A first generation status was determined based on a question that asked: “What is the highest level of education completed by either of your parents (or those who raised you)?” Thirty-three percent of Carleton respondents reported that neither parent/guardian had a bachelor’s degree. Compared to the rest of the Ontario consortium, on average, Carleton has a lower proportion of first-generation respondents (first-year respondents: 31% vs 34% for the rest of Ontario; final-year respondents: 35% vs 38% for the rest of Ontario)<sup>2</sup>.

Respondents were asked to “choose the categories that best described your ethnic or cultural background”. **Table 2** shows the data. Compared to the rest of the Ontario consortium, on

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<sup>2</sup> There are many definitions of first generation. Using the definition of neither parent having any post-secondary, 14% of Carleton respondents are first generation (for both first-year and final-year). The difference between definitions includes roughly 4% who attended but never completed university, and the remaining difference (15%) had at least some college or CEGEP.

average, Carleton respondents were less likely to self-identify as Chinese, South Asian, and more likely to identify as Arab.

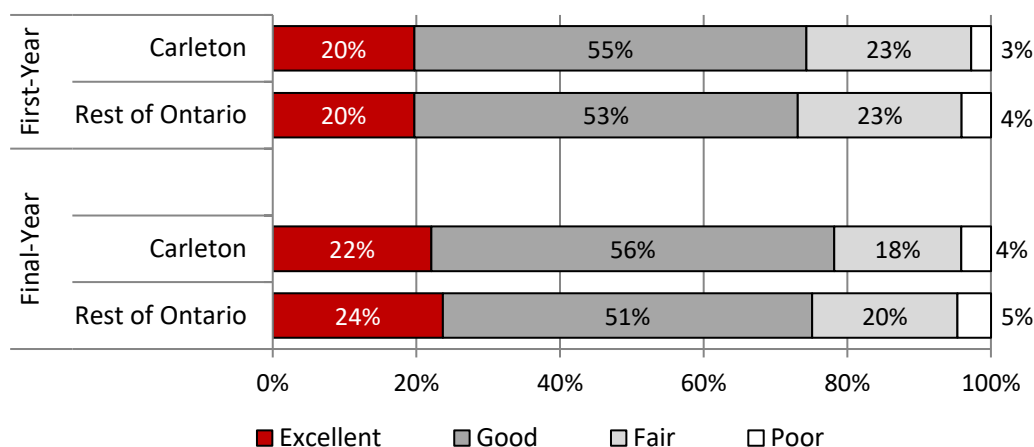
Table 2: Percentage of Respondents Self-Identified as			
	First-Year	Final-Year	Total
Arab (Saudi, Egyptian, etc.)	10%	8%	9%
Black	11%	9%	10%
Chinese	7%	8%	7%
Indigenous	4%	3%	4%
Latin American	2%	3%	3%
South Asian (East Indian, Pakistani, Sri Lankan, etc.)	11%	10%	11%
White	54%	60%	57%
Other	11%	9%	10%

Note: 'Other' includes Filipino, Southeast Asian (Cambodian, Indonesian, Laotian, Vietnamese, etc.), West Asian (Afghan, Iranian, etc.), Japanese, Korean, and Other. Respondents can choose more than one category.

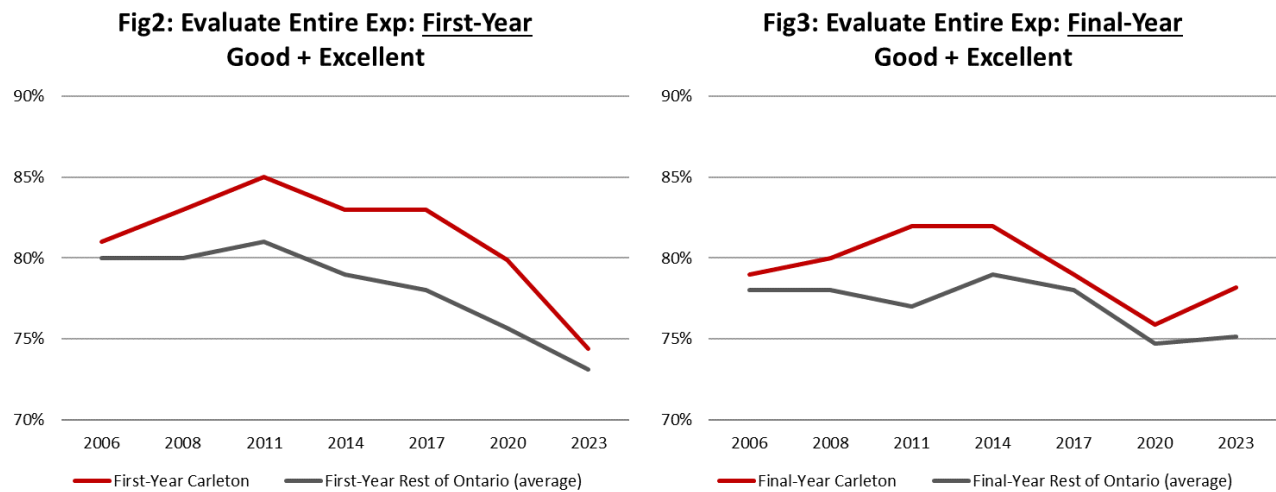
## Overall Experience

Carleton respondents continue the long-standing trend of reporting satisfaction levels at or above the provincial average. Seventy-four percent of first-year respondents and 78% of final-year respondents rated their overall experience as either good or excellent. While both first and final-year respondents reported slightly higher overall satisfaction levels compared to their provincial counterparts, this difference is not statistically significant. **Figure 1** shows the 2023 results for Carleton, in comparison to the rest of the Ontario consortium.

**Figure 1: How would you evaluate your entire educational experience at this institution?**

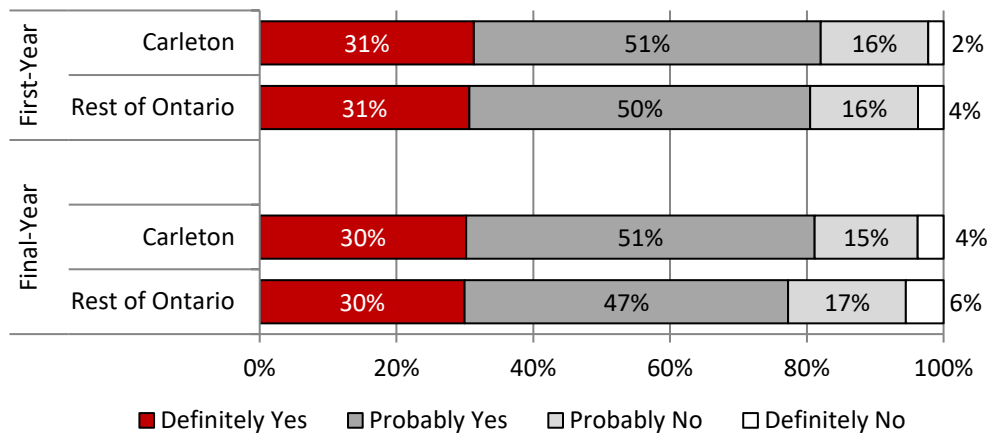


There is a downward trend in the overall satisfaction levels of first-year students for both Carleton and the provincial average. The difference for first-year respondents is statistically significant for Carleton between 2020 and 2023. And while the trend for Carleton's final-year respondents between 2014 and 2020 is a statistically significant decline, there was a little bounce in 2023, however, it does not reach the proportion from 2017. (Figures 2 and 3).



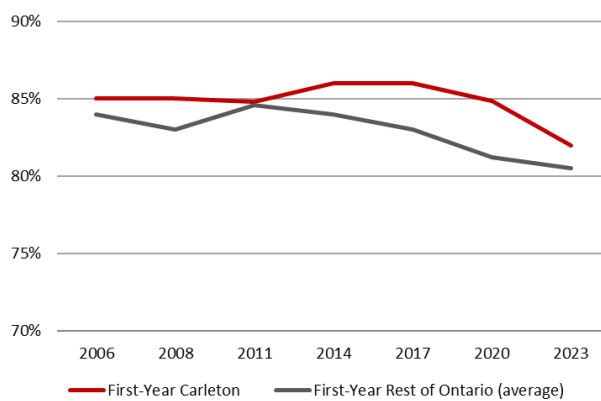
Respondents were asked if they had to make the decision again, would they choose the same institution. Results are shown in **Figure 4**. Eighty-two percent of first-year respondents and 81 percent of final-year respondents reported that they would choose Carleton again. Both first and final-year results were similar to the Ontario consortium, excluding Carleton. Differences between 2020 and 2023 are not statistically significant.

**Figure 4: If you could start over again, would you choose the same institution?**

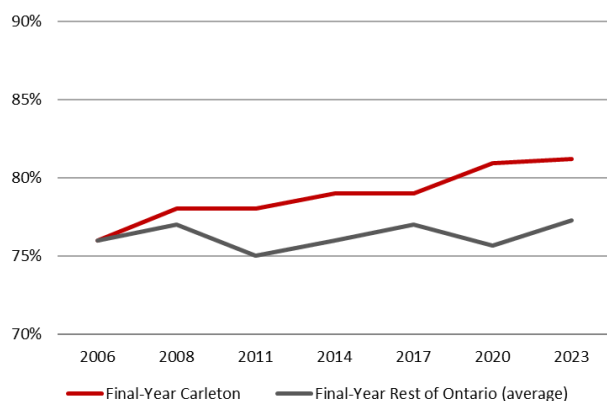


Along with the downward trend in satisfaction, first-year respondents from both Carleton and the rest of Ontario are less likely to choose the same university if they were to start over, however, this decrease is not statistically significant. Compared to the rest of the province, at Carleton there is an uptick in 2020 that is maintained in 2023 for final year students, although that increase is not statistically significant (**Figures 5 and 6**).

**Fig5: Choose Same Institution: First-Year Definitely + Probably Yes**



**Fig6: Choose Same Institution: Final-Year Definitely + Probably Yes**

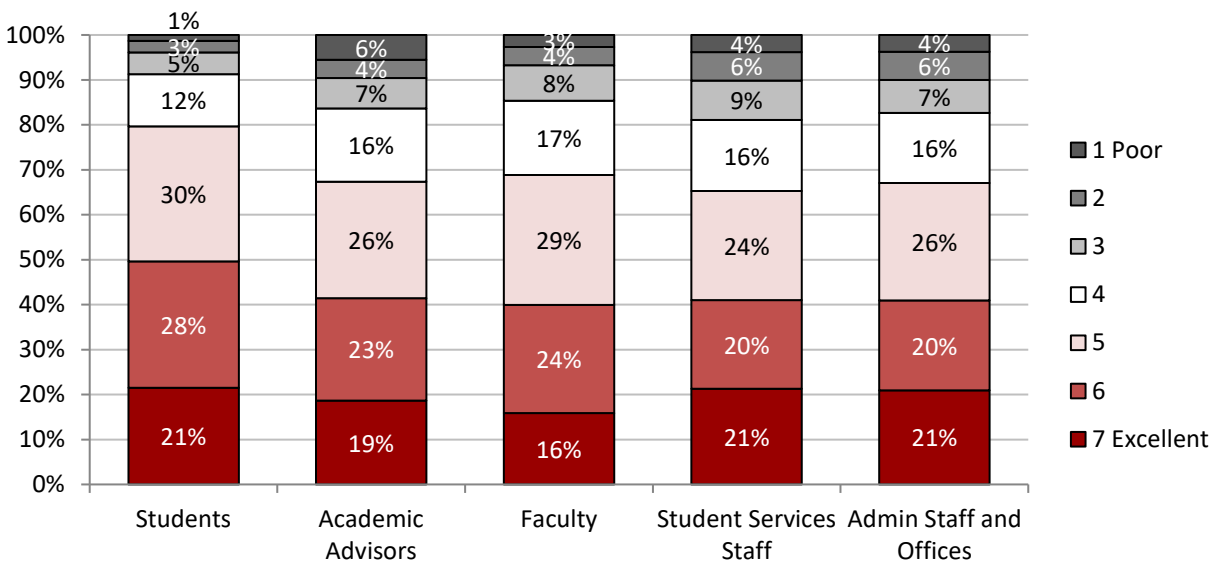


There were five questions on the survey which asked about the quality of the interactions that the respondents had with others on campus<sup>3</sup>. **Figures 7 and 8** below summarize the 2023 results for

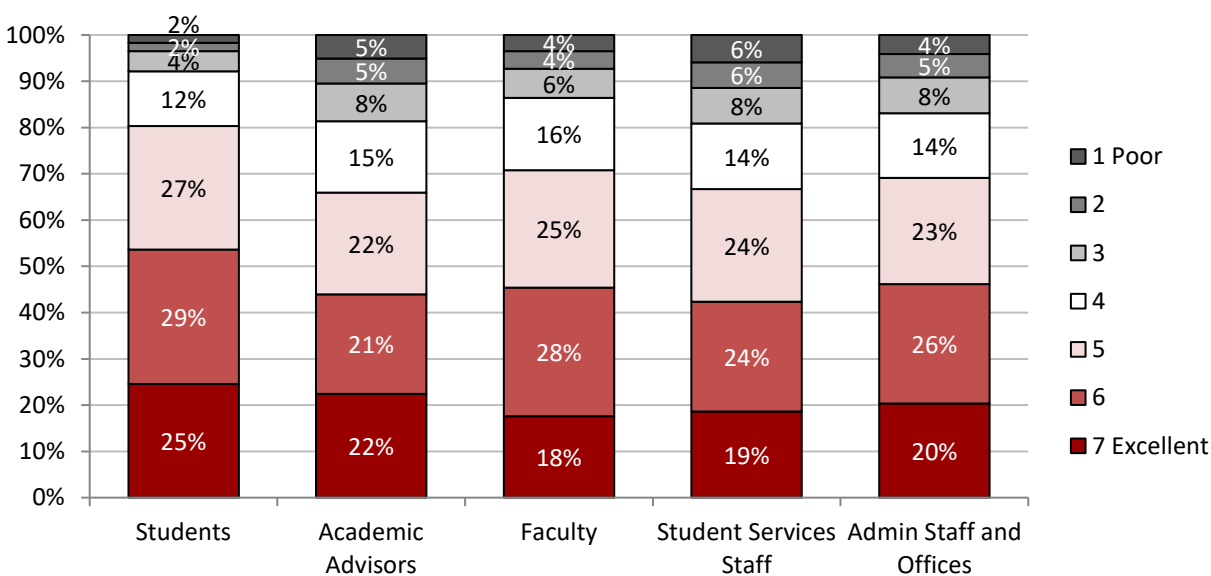
<sup>3</sup> In the survey, the possible answers to these questions were on a seven-point scale ranging from 1 to 7, with only the low and high values labelled as 1=Poor, and 7=Excellent (plus an option of not applicable). Student services staff in this question was explained as “career services, student activities, housing, etc.” Administrative staff and offices was explained as “registrar, financial aid, etc.”

first-year and final-year respondents at Carleton, respectively, for each of the five relationship types (excluding ‘not applicable’).

**Figure 7: First-Year Quality of Interactions With...**



**Figure 8: Final-Year Quality of Interactions With...**



Compared to those at other Ontario institutions, on average, first-year respondents at Carleton reported better interactions with Administrative Staff and Offices, and final-year respondents at Carleton reported better interactions with Academic Advisors, Student Services Staff and Administrative Staff and Offices. Carleton results are similar to those of 2020.



## NSSE Engagement Indicators

As a way of summarizing the data and establishing indicators, NSSE clusters survey items to create 10 indicators. This allows for comparisons across a number of themes. Results of the statistically significant differences<sup>4</sup> between Carleton and the Ontario Consortium are presented in **Table 3** below.

Table 3: NSSE Engagement Indicators		
	First-Year	Final-Year
<b>Academic Challenge</b>		
1. Higher-Order Learning	Lower	--
2. Reflective & Integrative Learning	Lower	--
3. Learning Strategies	Lower	Lower
4. Quantitative Reasoning	--	--
<b>Learning with Peers</b>		
5. Collaborative Learning	Lower	Lower
6. Discussions with Diverse Others	--	--
<b>Experiences with Faculty</b>		
7. Student Faculty Interaction	Lower	Lower
8. Effective Teaching Practices	Higher	Higher
<b>Campus Environment</b>		
9. Quality of Interactions	--	Higher
10. Supportive Environment	--	--

### Legend

-- : No statistical difference from Ontario Consortium

Higher: Carleton's indicator score is higher than Ontario

Lower: Carleton's indicator score is lower than Ontario

A breakout of the statistically significantly different indicators is presented below in an effort to understand the drivers of the differences noted in **Table 3**.

### Breakout of Differences Noted in Table 3 (NSSE Engagement Indicators)

**Higher-Order Learning** (First-Year). Out of four items, first-year Carleton respondents were less likely than the Ontario average to report having done two items: Evaluating a point of view, decision, or information source, and Forming a new idea or understanding from various pieces of information.

<sup>4</sup> All statistical significant differences between Carleton and Ontario had an effect size of less than .3, which essentially means they are small differences in practical terms.

**Reflective & Integrative Learning** (First-Year). Out of seven items, first-year Carleton respondents were less likely than the Ontario average to report having done four items: Connected your learning to societal problems or issues, Examined the strengths and weaknesses of your own views on a topic or issue, Tried to better understand someone else's views by imagining how an issue looks from their perspective, and Learned something that changed the way you understand an issue or concept.

**Learning Strategies** (First-Year and Final-Year). Out of three items, both first-year and final-year Carleton respondents were less likely than the Ontario average to have done two items each: (both first-year and final-year respondents) Reviewed your notes after class, and (first-year respondents only) Identified key information from reading assignments, (final-year respondents only) Summarized what you learned in class or from course materials.

**Collaborative Learning** (First-Year and Final-year). Out of four items, first-year and final-year Carleton respondents were less likely than the Ontario average to have done three items: Asked another student to help you understand course material, Prepared for exams by discussing or working through course material with other students and Worked with other students on course projects or assignments. Additionally, final-year respondents were less likely than the Ontario average to have Explained course material to one or more students.

**Student Faculty Interaction** (First-Year and Final-Year). Out of four items, first-year Carleton respondents were less likely than the Ontario average to have done three of them: Talked about career plans with a faculty member, Worked with a faculty member on activities other than coursework (committees, student groups, etc.), and Discussed course topics, ideas, or concepts with a faculty member outside of class. And final-year respondents were less likely than the Ontario average to have Worked with a faculty member on activities other than coursework (committees, student groups, etc.).

**Effective Teaching Practices** (First-Year and Final-Year). Out of five items, first and final-year Carleton respondents were more likely than the Ontario average to report that their instructors have done one item: Provided prompt and detailed feedback on tests or completed assignments. Additionally, final-year Carleton respondents were more likely than the Ontario average to report that their instructors have Provided feedback on a draft or work in progress.

**Quality of Interactions** (Final-Year). Out of five categories of interactions, final-year Carleton respondents rated three types of relationships as better than the Ontario average: Academic advisors, Student services staff (career services, student activities, housing, etc.), and Other administrative staff and offices (registrar, financial aid, etc.).

Comparing 2023's NSSE Engagement Indicators to 2020's shows mixed results.

First-Year: 3 out of 10 indicators were different. Only one was higher in 2023.

	2020	2023
Quantitative Reasoning	24.87	26.72 (+)
Collaborative Learning	33.13	30.31 (-)
Discussions with Diverse Others	41.04	39.22 (-)

Note: (+) and (-) denote statistically significant difference over time.

Final-Year: 2 out of 10 indicators were different. Only one was higher in 2023.

	2020	2023
Higher-Order Learning	37.38	39.29 (+)
Collaborative Learning	32.36	28.21 (-)

Note: (+) and (-) denote statistically significant difference over time.

## High-Impact Practices (HIPs)

According to NSSE, “High-Impact Practices (HIPs) represent enriching educational experiences that can be life changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse other students, and provide frequent and substantive feedback”.

There are six survey items that are considered HIPs, three for first-year students, and all six for final-year students. The goal of HIPs, according to NSSE's best practices, is for all students to have participated in at least two HIPs by the time they have graduated.

**Table 4** shows Carleton and Ontario's rates of participation in the NSSE HIPs. Generally, where there is a difference, Carleton students are less likely to participate in the high-impact practice compared to the Ontario consortium average.

<b>Table 4: High-Impact Practices</b>				
	<b>First Year</b>		<b>Final-Year</b>	
	<b>(% Participating)</b>		<b>(% Participating)</b>	
	Carleton	Ontario	Carleton	Ontario
Learning Community	7%	9%	14%	17%
Service Learning	41%	44%	37%	49% (+)
Research with Faculty	4%	3%	27%	21% (-)
Internship or Field Experience			44%	48% (+)
Study Abroad			5%	6%
Culminating Senior Experience			46%	33% (-)
Participated in at least one	45%	49% (+)	79%	81%
Participated in two or more	-	-	51%	51%

Notes:

% participated is % who responded “Done or in progress”, except for service learning (% reported at least some).  
 (+) and (-) denote statistically significant difference between Carleton and the rest of the Ontario Consortium.

Since final-year at Carleton is made up of 3rd year students in three year programs, and 4th year students in four year programs, it’s helpful to see how ‘final-year’ is broken down by 3 and 4 year programs. Students in 3 year programs are more similar to first-year students than they are to students in 4 year programs, in terms of their participation rates in HIPs.

<b>Table 5: High-Impact Practices – Carleton 3, 4 year programs</b>		
	<b>Final-Year</b>	<b>Final-Year</b>
	<b>(3 year programs)</b>	<b>(4 year programs)</b>
Learning Community	7%	15%
Service Learning*	24%	39%
Research with Faculty*	3%	29%
Internship or Field Experience*	14%	46%
Study Abroad	5%	5%
Culminating Senior Experience*	3%	50%
Participated in at least one*	39%	82%
Participated in two or more*	12%	55%

\*Difference between 3<sup>rd</sup> and 4<sup>th</sup> year programs is statistically significant.

Comparing Carleton’s 2023 results to the 2020 results shows that not much changed regarding the rate of participation in HIPs. The only increase is seen in first-year respondents participating in

Research with Faculty (from 2% in 2020 to 4% in 2023), and a decrease for final-year respondents in their participation in Study Abroad (from 7% in 2020 to 5% in 2023, which might be the effect of the pandemic and travel restrictions during that time).

<b>Table 6: High-Impact Practices – Carleton over time</b>				
	<b>First Year</b>		<b>Final-Year</b>	
	<b>(% Participating)</b>		<b>(% Participating)</b>	
	2020	2023	2020	2023
Learning Community	7%	7%	13%	14%
Service Learning	39%	41%	39%	37%
Research with Faculty	2%	4% (+)	26%	27%
Internship or Field Experience			43%	44%
Study Abroad			7%	5% (-)
Culminating Senior Experience			45%	46%
Participated in at least one	43%	45%	80%	79%
Participated in two or more	-	-	52%	51%

Note: (+) and (-) denote statistically significant difference over time.

## Contributions of University Experience to Knowledge, Skills, and Personal Development

Respondents were asked “How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?” with respondents being able to select Very little, Some, Quite a bit, or Very Much.

A focus on final-year respondents is presented in **Table 7**.

<b>Table 7: Perceived Gains - Final Year Carleton Respondents</b>				
	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very much</b>
Thinking critically and analytically	3%	11%	40%	46%
Writing clearly and effectively	6%	18%	39%	37%
Analyzing numerical and statistical information	13%	21%	31%	35%
Understanding people of other backgrounds	14%	25%	34%	26%
Speaking clearly and effectively	13%	29%	35%	22%
Working effectively with others	11%	28%	40%	22%
Solving complex real-world problems	13%	32%	34%	21%
Being an informed and active citizen	18%	33%	29%	20%
Developing or clarifying a personal code of values and ethics	18%	29%	35%	19%
Acquiring job- or work-related knowledge and skills	16%	35%	31%	18%

Comparing Carleton's results to the Ontario average highlights a few statistically significant differences.

<b>Statistically Significant Differences: % Quite a Bit or % Very Much</b>		
	<b>Carleton</b>	<b>Ontario</b>
Writing clearly and effectively	76%	73% (-)
Speaking clearly and effectively	57%	62% (+)
Thinking critically and analytically	86%	83% (-)
Acquiring job- or work-related knowledge and skills	49%	55% (+)
Working effectively with others	61%	67% (+)
Developing or clarifying a personal code of values and ethics	53%	56% (+)

Note: (+) and (-) denote statistically significant difference between Carleton and the rest of Ontario Consortium.

Differences between 2023 and 2020 Carleton final-year respondents were not statistically significant.

## Most Needed Improvement

Participating as a consortium, the Ontario institutions were able to add a set of questions to the standard NSSE survey instrument. The results in this section come from these Ontario consortium questions. The Ontario NSSE respondents were asked to select up to two items that they believed their university most needed to address to improve the student academic/learning experience, both in and out of the classroom (two separate questions).

Starting with the results of most needed improvements inside the classroom, we see in **Table 8** that first-year Carleton respondents were most likely to choose Improving the quality of course instruction by professors (34%), Ensuring a better fit between course content, assignments and tests/exams (33%), and Improving the quality of teaching assistants (22%). Final-year respondents were most likely to choose Increasing the number or variety of course offerings in their major (34%), Improving the quality of course instruction by professors (31%) as well as Ensuring a better fit between course content, assignments, and tests/exams (23%). **Table 8** is sorted by first-year priorities.

<b>Table 8: Improving the Student Academic Experience <u>In the Classroom</u> at Carleton (Proportion of Respondents who Selected Each Item<sup>5</sup>)</b>		
<b>University most needs to address ...</b>	<b>First-Year</b>	<b>Final-Year</b>
Improving the quality of course instruction by professors	34	31
Ensuring a better fit between course content, assignments, and tests/exams	33	23
Improving the quality of teaching assistants	22	12
Improving the quality of classrooms or lecture halls	17	18
Increasing the number or variety of course offerings in your major	16	34
Increasing the number or variety of course offerings outside your major	10	8
Reducing class sizes overall	10	6
Increasing opportunities to learn more about global issues	9	8
Providing more current/relevant courses and curriculum	9	15
Changing the mix of lectures, seminars, tutorials, and labs	9	8
Improving student access to information technology	5	4
Improving the quality of labs	5	5

Compared to their provincial counterparts, final-year respondents at Carleton were less likely to identify Reducing class sizes overall (6% vs. 9% for rest of Ontario).

Compared to Carleton respondents in 2020, Carleton first-year respondents were less likely to select Improving the quality of teaching assistants (22% in 2023 vs. 33% in 2020), and Increasing the number of variety in course offerings in your major (17% vs. 22%). They were also more likely to select Improving the quality of course instruction by professors (34% in 2023 vs. 27% in 2020) and Ensuring a better fit between course content, assignments, and tests/exams (33% vs. 28%).

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<sup>5</sup> Columns will add up to more than 100% since respondents could choose up to two items from the list.

Carleton final-year respondents in 2023 were less likely than final-year respondents in 2020 to select Improving the quality of teaching assistants (12% in 2023 vs. 19% in 2020), and Increasing opportunities to learn more about global issues (8% vs. 11%).

**Table 9** shows the results of a similarly question that sought to find out what students felt was most needed to improve their academic/learning experience outside the classroom. First-year Carleton respondents selected Improving the quality/availability of study spaces most often (35%), followed by Expanding and/or improving the quality of personal support services (27%), and Increasing contact with professors outside of class (e.g., office hours) (25%). Final-year Carleton respondents selected Providing students with more opportunities to undertake research with faculty most often (34%), followed by Improving the quality/availability of study spaces (32%), and Expanding and/or improving the quality of personal support services (29%).

<b>Table 9: Improving the Student Academic Experience <u>Outside the Classroom</u> at Carleton (Proportion of Respondents who Selected Each Item<sup>6</sup>)</b>		
<b>University most needs to address ...</b>	<b>First-Year</b>	<b>Final-Year</b>
Improving the quality/availability of study spaces	35	32
Expanding and/or improving the quality of academic support services	27	22
Increasing contact with professors outside of class (e.g., office hours)	25	17
Working to provide a better social environment for students	24	19
Providing students with more opportunities to undertake research with faculty	22	34
Expanding and/or improving the quality of personal support services	19	29
Increasing opportunities for international experiences	14	14
Improving library services	7	4
Improving the library collection	5	5

Compared to their provincial counterparts, Carleton final-year respondents were less likely to select Expanding and/or improving the quality of academic support services (22% vs. 26% for rest of Ontario).

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<sup>6</sup> Columns will add up to more than 100% since respondents could choose up to two items from the list.



Compared to Carleton respondents in 2020, 2023 Carleton first-year respondents were less likely to select Improving the quality/availability of study spaces (35% vs. 40% in 2020), and Expanding and/or improving the quality of personal support services (19% vs. 25%).

Carleton final-year respondents in 2023 were less likely to select Improving the quality/availability of study spaces (32% vs. 44% in 2020), and Expanding and/or improving the quality of personal support services (29% vs. 34%). And more likely to select Increasing opportunities for international experiences (14% vs. 10% in 2020).

## Obstacles to Academic Progress

Another Ontario consortium question focused on obstacles to academic progress. Given a list of potential factors which may be considered an obstacle to a student's academic progress, respondents were asked to indicate the degree to which each factor is or was an obstacle to their academic progress (respondents chose from: 'not an obstacle', 'a minor obstacle', or 'a major obstacle').

**Table 10** shows the breakdown for Carleton, alongside the results of the rest of the Ontario consortium, on average. Where differences exist, Carleton respondents are less likely to choose the item as major obstacle to academic progress.

<b>Table 10: Obstacles to Academic Progress</b> <b>(Proportion of respondents selecting factors as <u>major</u> obstacles)</b>				
	First-Year		Final-Year	
<b>Factor:</b>	<b>Carleton</b>	<b>Ontario</b>	<b>Carleton</b>	<b>Ontario</b>
Financial pressures or work obligations	30	30	37	37
Your academic performance at university	29	34 (+)	23	25
Personal or family problems	18	21	28	28
Course availability/scheduling	13	17 (+)	23	26
Lack of good academic advising	7	13 (+)	11	17 (+)
Difficulties associated with a disability or chronic health condition	7	9	13	12
Difficulties with academic regulations	6	10 (+)	8	10 (+)
Language/cultural barriers	4	5 (+)	3	4 (+)
Primary care giving responsibilities for a dependent	2	3 (+)	4	5 (+)

Note: (+) and (-) denote statistically significant difference between Carleton and the rest of Ontario Consortium.

Compared to the 2020 results, 2023 Carleton's first-year respondents are more likely to identify the following items as an obstacle to academic progress:

- Your academic performance at university (29% vs. 23% as a major obstacle in 2020)
- Lack of good academic advising (7% and 40% as major and minor obstacles in 2023 respectively vs. 7% and 29% as major and minor obstacles in 2020 respectively )
- Difficulties with academic regulations (6% and 33% in 2023 vs. 6% and 26% as major and minor obstacles in 2020 respectively)
- Difficulties associated with a disability or chronic health condition (7% and 19% in 2023 vs. 7% and 15% as major and minor obstacles in 2020 respectively)

Carleton's 2023 final-year respondents are more likely to identify Lack of good academic advising as an obstacle, 11% of respondents in 2023 selected it as a major obstacle and 38% as a minor obstacle, compared to 12% and 31% for major and minor obstacles respectively in 2020.

## Conclusion

In 2023 Carleton University invited all first-year and final-year students to participate in NSSE. The results chosen for this report were those that are used for external reporting purposes, were of particular interest last time, or both.

The participation of 19 Ontario Universities in NSSE in 2023 has meant particularly meaningful comparisons can be made. Both first-year and final-year respondents at Carleton reported slightly higher overall satisfaction levels with their entire educational experience at their institution, compared to the rest of the Ontario consortium, however, this difference is not statistically significant.

Other highlights from this summary when comparing Carleton to the rest of Ontario consortium:

- Comparison of 10 engagement indicators resulted in a mixed bag of differences, although in all cases the differences were considered small.
- Carleton respondents were less likely to participate in the high-impact practices (HIPs) where there were differences.
- Carleton respondents reported better interactions with others where there were differences.

- Carleton first-year respondents identified Improving the quality of course instruction by professors and Ensuring a better fit between course content, assignments, and tests/exams as the areas most in need of improvement inside the classroom. Improving the quality/availability of study spaces was the area most selected as needing improvement outside the classroom. This is similar to the comparison group.
- Carleton final-year respondents identified Increasing the number or variety of course offerings in your major and Improving the quality of course instruction by professors as the areas most in need of improvement inside the classroom. The top improvements outside the classroom were Providing students with more opportunities to undertake research with faculty and Improving the quality/availability of study spaces. Similar to the comparison group.
- Where differences existed, Carleton respondents were less likely to consider factors to be major obstacles to their academic progress.

A trend worth paying attention to is that over the past three surveys, both first and final-year overall satisfaction decreased (a similar decrease was seen in Ontario), though the difference is only statistically significant for first-year respondents between the two most recent survey years.

For more information on NSSE, please go to [nsse.iub.edu](https://nsse.iub.edu). For more information on Carleton University, and the results of the surveys in which it participates, please go to [www.carleton.ca/oirp](https://www.carleton.ca/oirp).