

Carleton University Human Rights Module for Students

Impact Analysis: 2024-2026

To address a key strategic action of [Carleton's EDI Action Plan](#), the Department of Equity and Inclusive Communities (EIC) created and launched a comprehensive online asynchronous Human Rights Module that focuses on equity, inclusion, and anti-oppression. This module was designed for undergraduate students at Carleton and aims to serve as an entry point for learning about human rights and how they can be upheld at the university (a human rights module for staff will be launched in the 2026-27 academic year).

Module Participation and Demographics

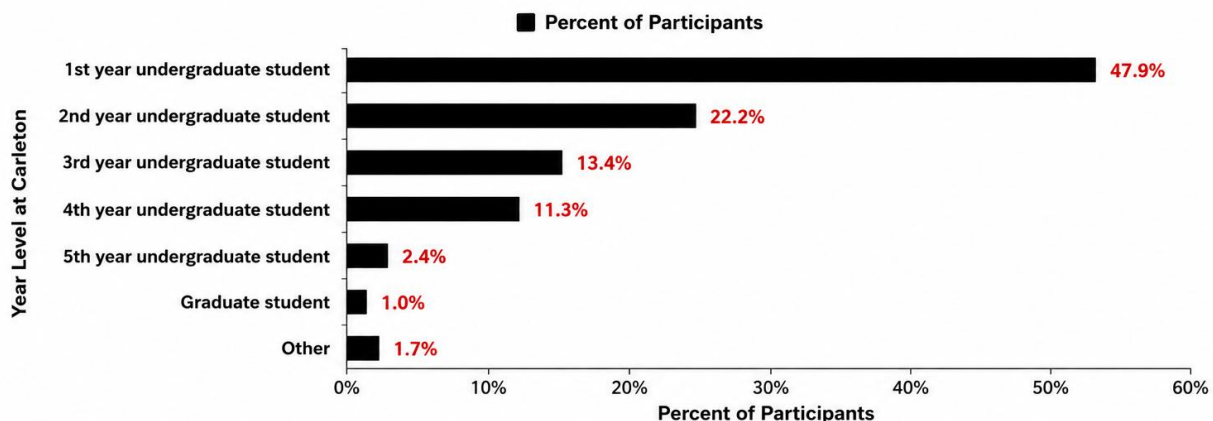
Between January 2024 and June 2026, a total of 3,798 students completed the Human Rights Module (1,170 students took the module during the pilot phase in the Winter 2024 term). Of these participants, 2,944 completed both the pre- and post-module surveys. Both the pre- and post-module surveys included items to measure students' perceptions of their understanding of key concepts related to human rights. The post-module survey additionally asked students to indicate their perceived ability to identify and address human rights issues and their interest in learning more about these issues. For this report, analyses of the data focus solely on matched cases (i.e. those who completed both the pre- and post-module surveys), as these data most clearly illuminate the impact of the module on students.

Level of study

Participation in the module was concentrated among undergraduate students in the early years of their studies. First-year students represented nearly half of all participants (47.9%), while second-year students accounted for just over a fifth of module-takers (22.2%). The remaining 30% of students who completed the module represented upper year undergraduates and a small proportion of students in graduate (1.0%) or other (1.7%) programs.

Human Rights Module Participants by Year Level

Official Module Data Only (Pilot data excluded)



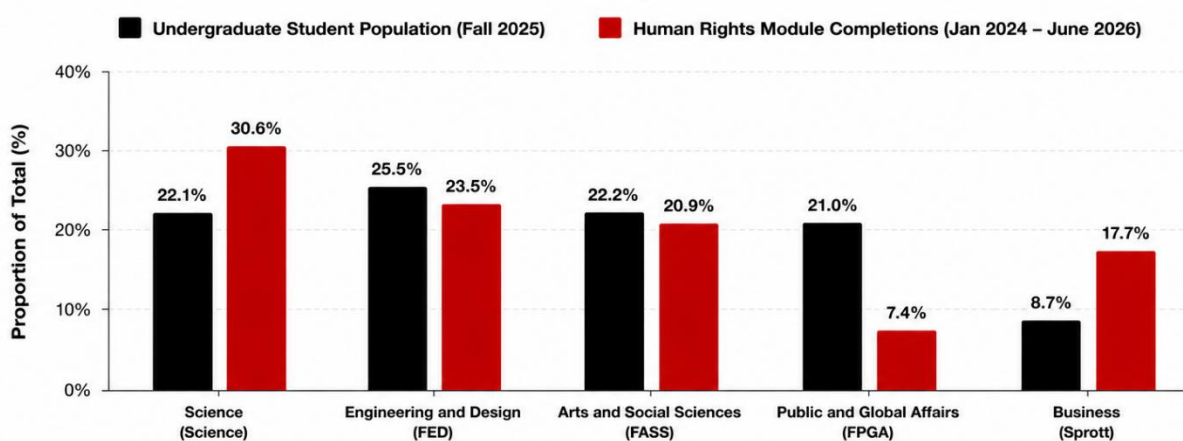
Faculty of Study

Students from each of Carleton's academic faculties participated in the module. Science students represented the largest number of module completions ($n = 898$), followed by

Engineering and Design ($n = 690$), Arts and Social Sciences ($n = 613$), Business ($n = 520$), and Public and Global Affairs ($n = 218$).

Participation rates were compared to each faculty's share of the undergraduate student population. Science students represent about 22% of the undergraduate population but accounted for 30.6% of module completions. Similarly, Sprott students represent approximately 9% of the undergraduate population but accounted for 17.7% of completions. In contrast, students in Public and Global Affairs represent 21% of the undergraduate population but 7.4% of module completions. Participation rates among students in Engineering and Design and Arts and Social Sciences more closely reflected their proportions within the broader undergraduate population.

Carleton University Undergraduate Students: Population vs. Human Rights Module Completions



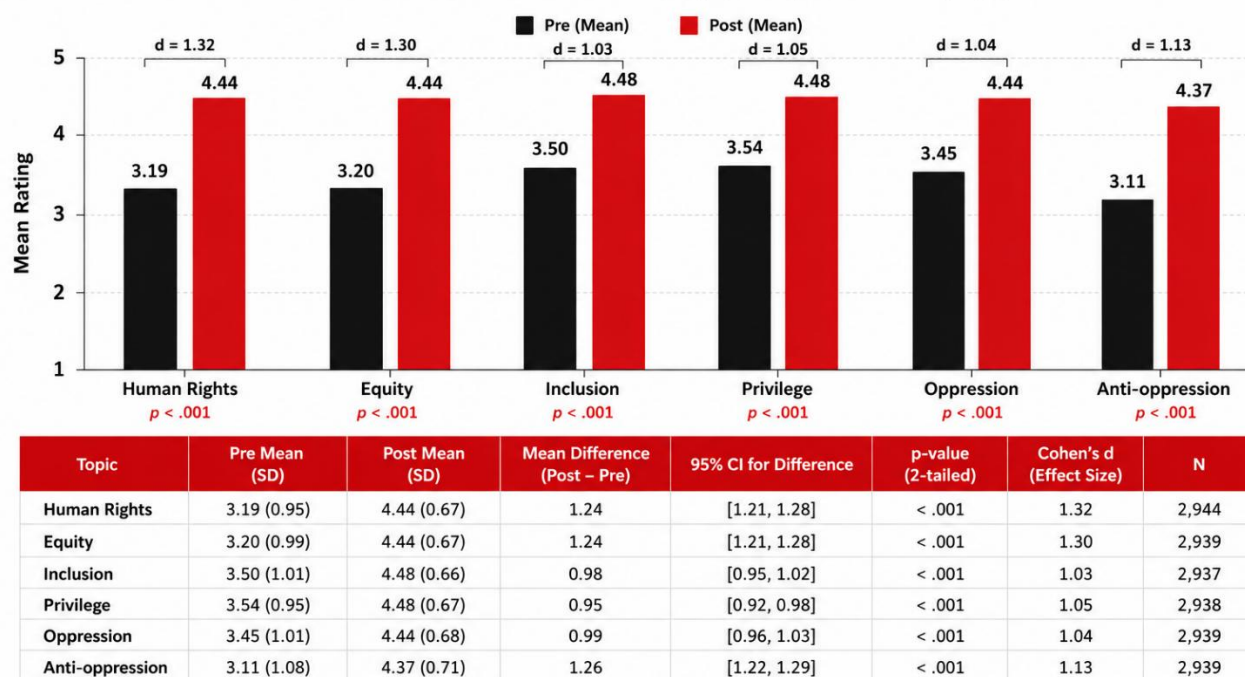
Faculty	Undergraduate Student Population (Fall 2025)	Human Rights Module Completions (Jan 2024 – June 2026)	Difference in Proportion (Completions – Population)
	Proportion of Total	Proportion of Total	Percentage Points
Science (Science)	22.1%	30.6%	+8.5 pp
Engineering and Design (FED)	25.5%	23.5%	-2.0 pp
Arts and Social Sciences (FASS)	22.2%	20.9%	-1.3 pp
Public and Global Affairs (FPGA)	21.0%	7.4%	-13.6 pp
Business (Sprott)	8.7%	17.7%	+9.0 pp
Total	100.0%	100.0%	–

Students' Self-Reported Knowledge of Key Human Rights Concepts

A paired samples t-test was conducted to ascertain whether there were significant changes in students' self-reported knowledge of six key concepts, including: human rights, equity, inclusion, privilege, oppression, and anti-oppression. These t-tests revealed statistically significant gains in knowledge across all dimensions from pre- to post-module, with p -values less than .001 in every case. For example, student understanding of Human Rights rose from a pre-test mean of 3.19 to a post-test mean of 4.44 ($t(2943) = 71.5$, $p < .001$, Cohen's $d = 1.32$), while knowledge of Anti-Oppression increased from 3.11 to 4.37 ($t(2938) = 66.6$, $p < .001$, Cohen's $d = 1.13$), indicating large effect sizes across the board. These results suggest **a strong overall impact of the module on students' understanding of key concepts related to human rights.**

Carleton Human Rights Module for Students: Self-Reported Knowledge Gains

Pre- and Post-Module Self-Rated Knowledge (1 = Very Low to 5 = Very High)



Note: Ratings are on a 5-point scale (1 = Very Low, 5 = Very High).

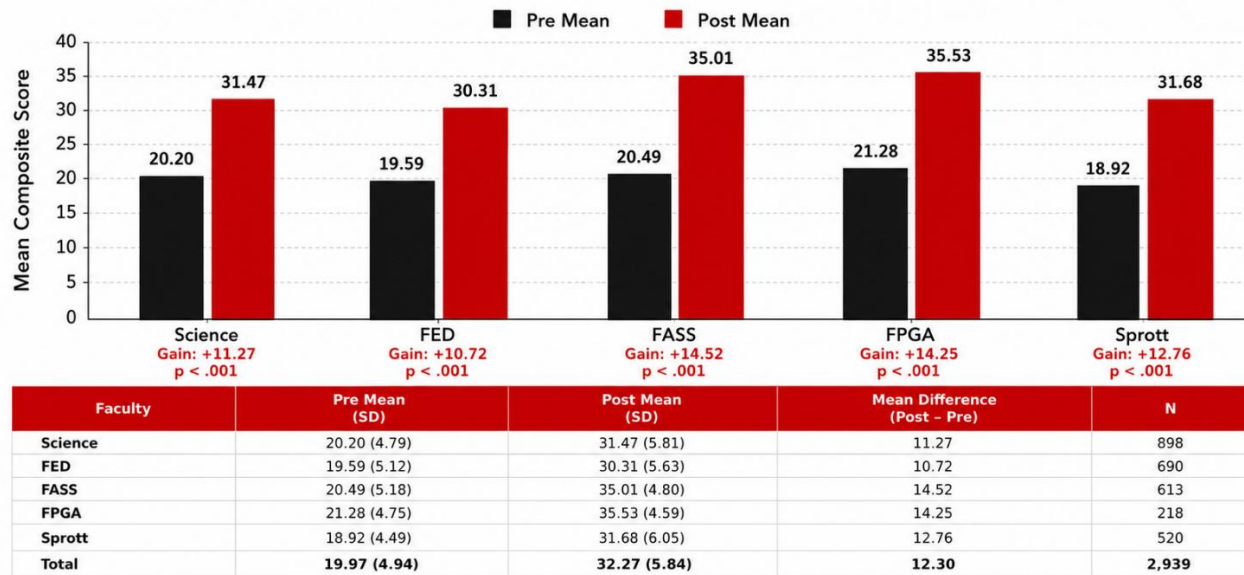
All paired-samples t-tests were statistically significant at $p < .001$.

Differences in Knowledge Gain Within and Among Faculties

Paired-samples t-tests showed statistically significant improvements in students' combined knowledge scores within every faculty (all $p < .001$), indicating that students consistently reported an increase in knowledge after completing the Human Rights Module regardless of their academic discipline. The largest gains were observed among students in the Faculty of Arts and Social Sciences, whose mean composite knowledge scores increased from 20.49 to 35.01 (+14.52 points), followed closely by Public and Global Affairs, where scores increased from 21.28 to 35.53 (+14.25 points). Students in Sprott demonstrated the next largest improvement, increasing from 18.92 to 31.68 (+12.76 points), followed by Science students, whose scores increased from 20.20 to 31.47 (+11.27 points). Engineering and Design students demonstrated the smallest, though still substantial, gains, with mean scores increasing from 19.59 to 30.31 (+10.72 points). To determine whether the magnitude of these knowledge gains differed significantly across faculties, an analysis of variance (ANOVA) was conducted. The ANOVA demonstrated that the magnitude of these gains did not differ significantly across faculties ($F = 0.320$, $p = .865$), suggesting that **the module is equally effective for students across academic disciplines at Carleton.**

Carleton Human Rights Module for Students: Knowledge Scores by Faculty

Pre- and Post-Module Composite Knowledge Scores by Academic Discipline



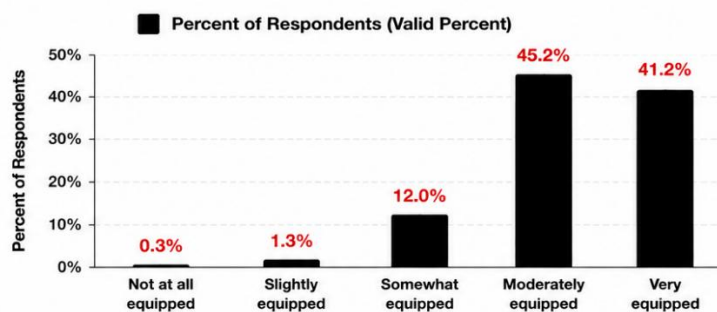
Note. Composite knowledge scores are summed across module knowledge items.
 All ANOVA tests for pre, post, and gain scores were statistically significant at $p < .001$.

Feelings of Efficacy and Interest in Further Engagement

In the post-module survey, students were asked to reflect on their perceived preparedness to address human rights issues and their interest in continuing to learn about human rights. More than 86% of students reported feeling either moderately or very equipped to identify and address human rights issues after completing the module. Similarly, 68% of students reported being moderately or very likely to continue exploring or engaging with human rights issues during their time at Carleton. These findings suggest that **the module is effective in increasing students' confidence to apply what they have learned and strengthening their motivation to continue engaging with human rights issues throughout their university experience.**

Based on what you learned from this module, how well-equipped do you feel to identify and address issues related to human rights?

Official Module Data Only (Pilot data excluded)

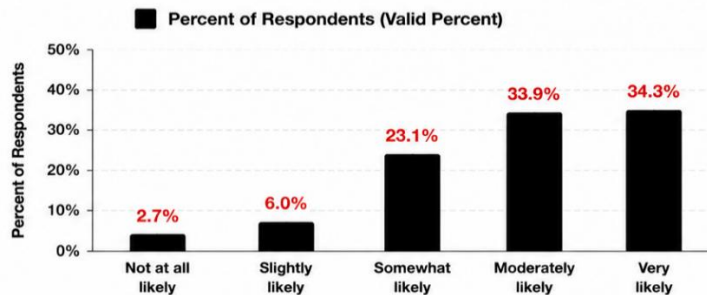


Response Option	Frequency	Valid Percent
Not at all equipped	6	0.3%
Slightly equipped	26	1.3%
Somewhat equipped	246	12.0%
Moderately equipped	922	45.2%
Very equipped	842	41.2%
Total (Valid)	2,042	100.0%
Missing (System)	902	—
Total	2,944	—

Note: These data exclude pilot participants.

How likely are you to continue exploring or engaging in issues related to human rights during your time at Carleton?

Official Module Data Only (Pilot data excluded)



Response Option	Frequency	Valid Percent
Not at all likely	56	2.7%
Slightly likely	123	6.0%
Somewhat likely	471	23.1%
Moderately likely	693	33.9%
Very likely	700	34.3%
Total (Valid)	2,043	100.0%
Missing (System)	901	—
Total	2,944	—

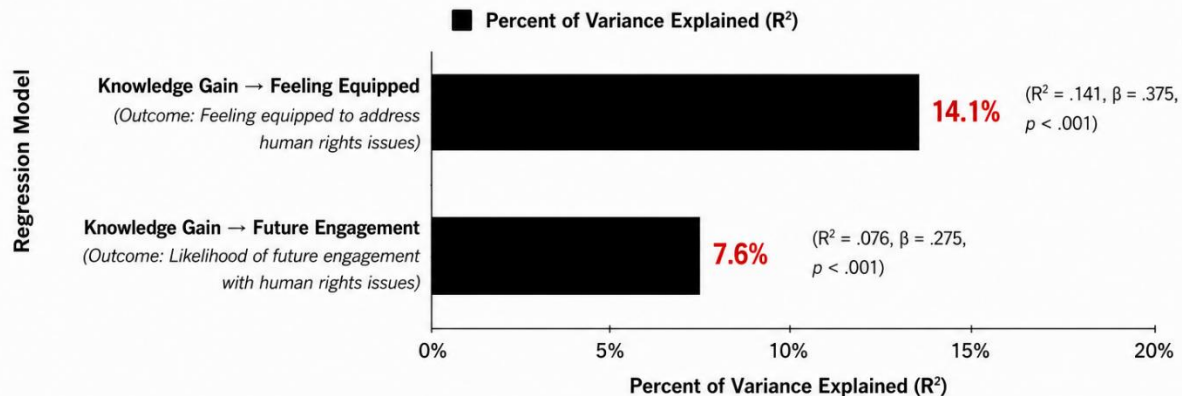
Note: These data exclude pilot participants.

Knowledge Gain as a Predictor of Efficacy and Further Engagement

Regression analyses demonstrated that students' knowledge gains were a significant predictor of both students' perceived efficacy and future engagement with human rights issues. Students' self-reported knowledge gains explained 14.1% of the variance in their confidence to identify and address human rights issues ($R^2 = .141$, $\beta = .375$, $p < .001$). Knowledge gains also significantly predicted students' intentions to continue engaging with human rights issues, explaining 7.6% of the variance in future engagement ($R^2 = .076$, $\beta = .275$, $p < .001$). Although these factors are influenced by many other personal and contextual factors, these findings suggest that **students' self-reported knowledge gains from the module are associated with meaningful increases in both their confidence in identifying, and their interest in ongoing engagement in, human rights-related issues.**

Variance Explained by Human Rights Module Regression Models

Official Module Data Only (Pilot data excluded)



Regression Model	Outcome (Dependent Variable)	R^2	β (Standardized)	p-value
Knowledge Gain → Feeling Equipped	Feeling equipped to identify and address human rights issues	.141	.375	< .001
Knowledge Gain → Future Engagement	Likelihood of continuing to engage in human rights issues during time at Carleton	.076	.275	< .001

Note: These data exclude pilot participants.

Knowledge Gain and Feelings of Efficacy Across Academic Disciplines

Knowledge gains were strongly associated with students' feelings of being equipped to identify and address human rights issues, regardless of academic discipline. A moderation regression model explained 13.9% of the variance in students' efficacy ($p < .001$), with knowledge gains emerging as a significant positive predictor ($B = .055$, $p < .001$). Neither academic discipline ($p = .812$) nor the interaction between knowledge gains and discipline ($p = .873$) significantly influenced this relationship, indicating that the positive association between learning and efficacy was consistent across faculties. These findings suggest that **the Human Rights Module is broadly applicable across Carleton's academic disciplines and provides comparable benefits to students regardless of their program of study.**

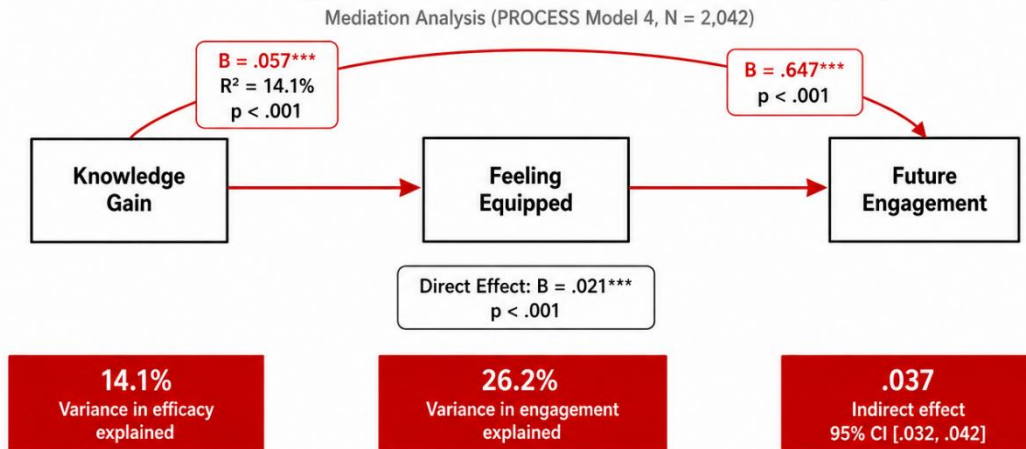
Carleton Human Rights Module for Students: Knowledge Gains and Feelings of Efficacy Across Disciplines

Test	Result	p-value	Interpretation
Overall Model	$R^2 = .139$	$< .001$	Model explains 13.9% of variation in efficacy
Knowledge Gain	$B = .055$	$< .001$	Students who learned more felt more equipped
Discipline	$B = .009$	.812	No meaningful disciplinary differences
Knowledge Gain $\times$ Discipline	$B = .0004$	.873	Relationship does not vary by discipline

Knowledge Gain and Feelings of Efficacy as Predictors of Further Engagement

A mediation analysis demonstrated that **the Human Rights Module influences students' interest in future engagement in human rights both directly and indirectly by increasing their confidence to address human rights issues.** Greater knowledge gains significantly predicted stronger feelings of being equipped ($B = .057$, $p < .001$), while feeling equipped was itself a strong predictor of future engagement ($B = .647$, $p < .001$). Although knowledge gains have a significant direct effect on future engagement ($B = .021$, $p < .001$), the significant indirect effect (.037; 95% CI [.032, .042]) indicates that a substantial portion of this relationship operates through increased confidence. As such, this model explained 26.2% of the variance in students' intentions to remain engaged with human rights issues at Carleton, highlighting that building students' feelings of efficacy in addressing human rights issues is an important mechanism through which the module supports further engagement in human rights.

Carleton Human Rights Module for Students: How Knowledge Gains Influence Future Engagement



Path	Coefficient (B)	p-value	Interpretation	Result
Knowledge Gain → Feeling Equipped	.057	< .001	Higher gains predict greater feelings of efficacy	Supported
Feeling Equipped → Future Engagement	.647	< .001	Stronger feelings of efficacy predict greater future engagement	Supported
Knowledge Gain → Future Engagement (Direct Effect)	.021	< .001	Knowledge gains have a direct positive effect on future engagement	Supported

Conclusion

Overall, these findings provide **strong evidence that Carleton's Human Rights Module for students is making a meaningful contribution to advancing the university's EDI commitments.** Across nearly 3,000 matched pre- and post-module responses, students demonstrated statistically significant improvements in their understanding of key human rights-related concepts, with large effect sizes observed across every area of learning. These gains were consistent across faculties, indicating that the module is broadly applicable and effective for students regardless of academic discipline.

The findings also demonstrate that the module's impact extends beyond knowledge gains. Most students reported feeling equipped to identify and address human rights issues after completing the module, and more than two-thirds expressed an intention to continue engaging with human rights throughout their time at Carleton. Regression and mediation analyses further demonstrate that students who reported greater knowledge gains were significantly more likely to feel confident in applying what they had learned, and that these feelings of efficacy were an important mechanism through which knowledge translated into continued interest in human rights engagement. These findings suggest that the module strengthens students' understanding of human rights concepts and helps build the confidence and motivation needed for students to apply what they have learned.

As Carleton continues to advance its institutional commitments to EDI, **the Human Rights Module provides an evidence-driven foundation for fostering a more knowledgeable, confident, and engaged student community.** Overall, these findings provide evidence that the module is achieving its intended objectives and contributing to a more inclusive campus.