



Office of Institutional
Research and Planning
CARLETON UNIVERSITY

Summary of Results from the 2019 Canadian Graduate and Professional Student Survey (CGPSS)

NOVEMBER 2019

carleton.ca/oirp

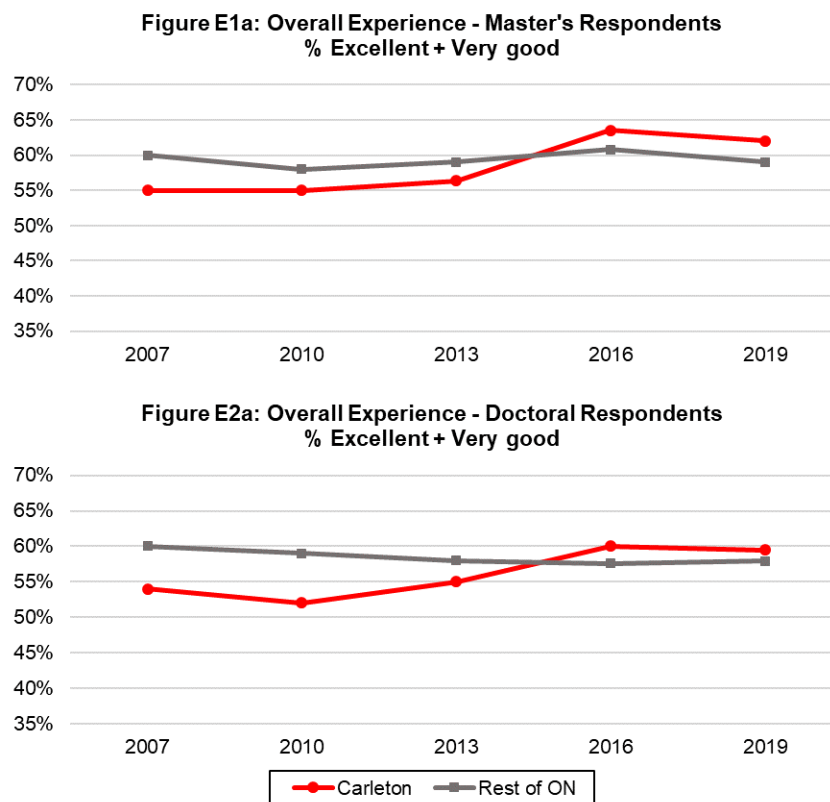
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Executive Summary

2019 was the fifth time that Carleton University conducted CGPSS and yielded the highest response rate of any administration of the survey at 54%. Overall, Carleton was able to maintain the improved satisfaction level achieved in 2016, and was significantly better in a number of areas than the average of provincial counterparts.

Participating in CGPSS over the last decade provides us with an opportunity to look at the trend over time, not only for Carleton but also with provincial counterparts. **Figures E1a and E2a** highlight the result of a few overall satisfaction questions.



As shown in the above charts, 2016 marked the year in which significant improvements were noted at Carleton – not only did Carleton improved significantly from the 2013 results but also surpassed the rest of Ontario for the first time. Carleton was able to maintain those similar levels of satisfaction in 2019, and remained higher than the rest of Ontario, particularly for Master’s respondents. Not only did they report higher level of satisfaction on “student life experience” but also they were more likely to recommend Carleton to someone considering their program, compared to the rest of the province. For more details see pages 7-12.

Pages 12-15 outline the satisfaction with programs, quality of interactions, and coursework. Both Master's and Doctoral respondents rated quite a few items in this area significantly better than the rest of Ontario, including but not limited to 'overall quality of graduate level teaching by faculty', 'support received from non-academic staff members', and 'opportunities to engage in interdisciplinary work'.

Carleton respondents in course-based Master's programs were more satisfied with professional skills development in 2019 compared to 2016, with higher satisfaction in almost all items in this area. Carleton's results of both Master's and Doctoral respondents were better on a number of items in this area than the average of the rest of Ontario. See pages 16-21 for details.

Information on student debt can be found on pages 28-30. Carleton Master's respondents reported a lower rate of student debt compared to their provincial counterparts. For those who expected to have debt, Carleton Master's respondents expected to have less than the rest of the province.

Introduction

In January 2019, Carleton participated in the Canadian Graduate and Professional Student Survey (CGPSS) for the fifth time. The CGPSS had previously been done in 2007, 2010, 2013 and most recently 2016. This survey's focus is to assess graduate students' educational experiences and satisfaction levels.

All other Ontario universities that have graduate programs also participated in the 2019 CGPSS, allowing for meaningful comparisons. This report's focus will be to summarize Carleton's 2019 results and compare them to the rest of Ontario, as well as to Carleton's previous results.

At Carleton, all graduate level students registered in the winter of 2019 were e-mailed an invitation to participate in this on-line survey. Of the 3,495 students who were invited 1,896 responded, resulting in a response rate of 54 percent.

The analysis that follows will present results separately for Master’s and Doctoral respondents. **Any differences between 2016 and 2019 results, as well as between Carleton and the average Ontario results (excluding Carleton), will be noted when statistically significant¹.**

Please note that proportions in the charts and tables throughout this report may not add up to 100 percent due to rounding.

Respondent Profile

While the overall survey response rate at Carleton was 54 percent, the response rate was higher for Doctoral students than it was for Master’s students, as we have seen in the past:

- 2,504 Master’s students, of whom 1,328 responded (a response rate of 53%)
- 991 Doctoral students, of whom 568 responded (a response rate of 57%)

The response rate for the 2019 survey was higher than previous surveys (response rate was 45% in 2016 and 37% in 2013).

Table 1 details the respondent profile (and response rates) by academic Faculty.

Table1: Respondents by Faculty and Degree				
Master’s	2019			2016
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	389	237	61%	47%
Public Affairs	868	428	49%	42%
Sprott School of Business	106	47	44%	51%
Science	286	168	59%	47%
Engineering and Design	855	448	52%	42%
Total	2504	1328	53%	44%
Doctoral	2019			2016
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	274	152	55%	51%
Public Affairs	233	129	55%	48%
Sprott School of Business	43	30	70%	48%
Science	200	122	61%	48%
Engineering and Design	241	135	56%	44%
Total	991	568	57%	48%

¹ Results were tested using chi-square tests of significance, where $\alpha < 0.05$. For comparisons of ordinal variables, Somers’d tests were also used.

Forty-seven percent of the Master’s level respondents indicated that their program was research-based and the rest said their program was mostly course-based. Respondents who reported that their program was research-based were presented with a set of questions related to the research/supervision component of their degree.

The majority of the Master’s level respondents indicated that they were still taking courses, while the Doctoral respondents were at various stages in their programs (**Figure 1**).

Figure 1: Status of Program by Degree

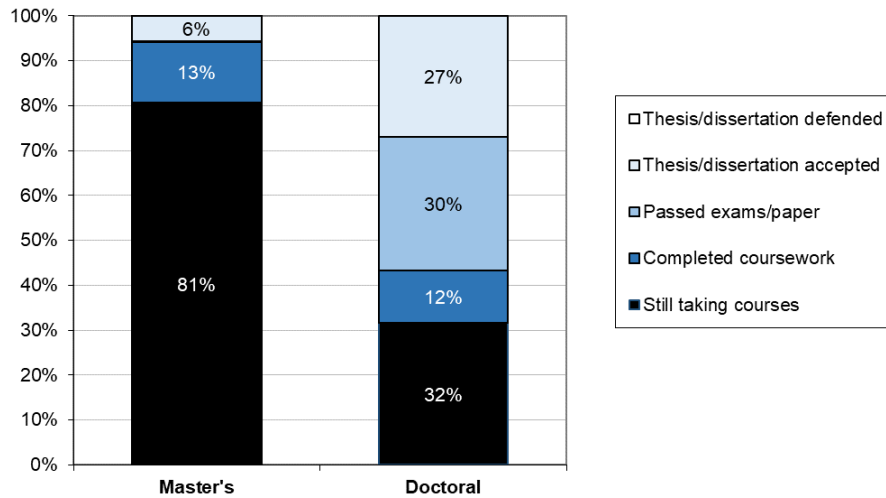


Table 2 summarizes respondents’ self-reported demographic characteristics, by degree. Also included is some demographic information of graduate students at Carleton. Compared to the rest of the province, both Carleton’s Master’s and Doctoral respondents were more likely to self-report being Indigenous and less likely to self-report being visible minorities. Master’s respondents at Carleton were less likely to self-report being female, while Doctoral respondents were more likely to self-report being Canadian citizens, compared to the rest of the province.

Table 2: Demographic Profile of Students and Respondents				
Carleton, by Degree				
	Master's		Doctoral	
	% of Respondents	% of Students	% of Respondents	% of Students
Female	58% (ON: 63%)	51%	54%	48%
Canadian citizen	71%	70%	74% (ON: 67%)	69%
International Students	24%	23%	18% (ON: 25%)	16%
Indigenous	5% (ON: 4%)	n/a*	4% (ON: 3%)	n/a*
Visible minority	45% (ON: 50%)	n/a*	38% (ON: 45%)	n/a*

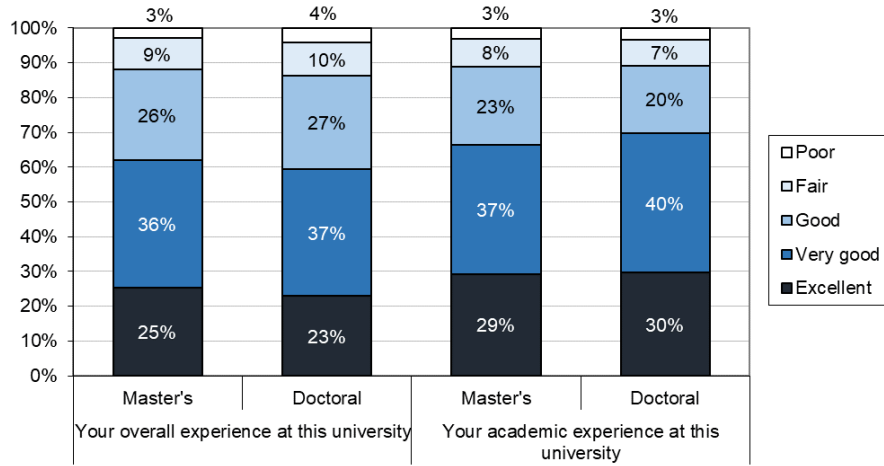
* Indigenous and Visible Minority status are not captured at registration.
**Shading represents statistically significant difference from the provincial average. The number in the parenthesis is the proportion of Ontario respondents excluding Carleton.

General Assessment and Satisfaction

This section will summarize Carleton’s results from a number of CGPSS items which ask about satisfaction with overall academic and non-academic student experiences. As mentioned earlier, differences between Carleton and the rest of the Ontario universities will be noted when statistically significant, as will any changes over time.

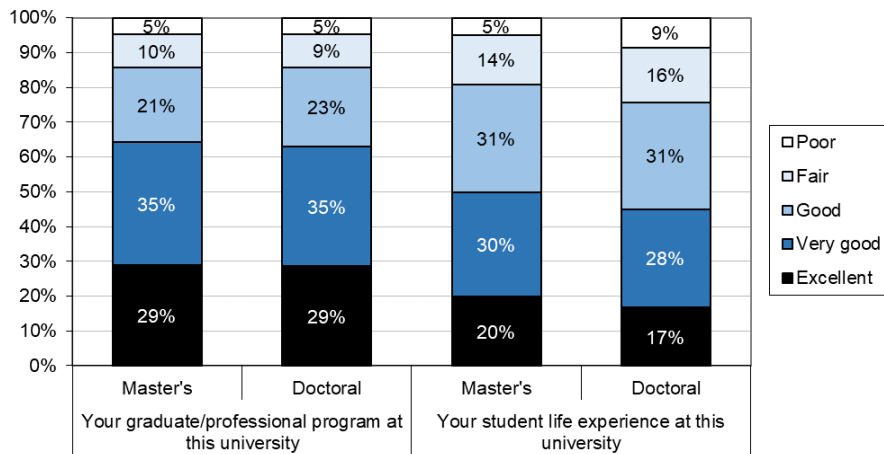
Figure 2 illustrates how Carleton’s respondents rated their academic and overall experiences at their university. In general, respondents were more likely to rate their academic experience higher than their overall experience.

**Figure 2: Overall and Academic Experience
Carleton Respondents**



The results for the two remaining general assessment questions are shown in **Figure 3**: How would you rate the quality of “your graduate/professional program at this university?” and “your student life experiences at this university?”

**Figure 3: Graduate Program and Student Life
Carleton Respondents**



Results are similar between 2016 and 2019. However, Carleton Master’s respondents rated their student life experience higher than the rest of Ontario, on average. The other items have similar ratings to the provincial average.

Figures E1a through E2d show Carleton’s results from 2007 on these high-level satisfaction questions, compared to the rest of Ontario. Generally, Carleton’s results had been steady over time

until 2016 in which significant improvements in a lot of areas were noted. In 2019, Carleton was able to maintain the improved satisfaction level achieved in 2016, and was significantly better in a number of areas than the average of provincial counterparts.

Figure E1a: Overall Experience - Master's Respondents
% Excellent + Very good

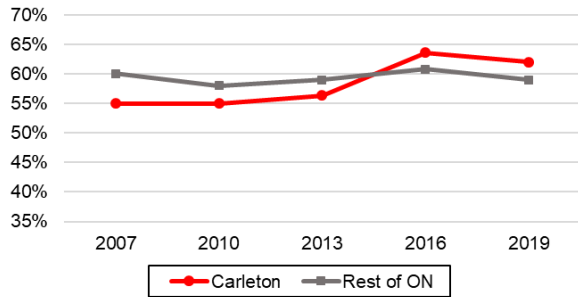


Figure E1b: Academic Experience - Master's Respondents
% Excellent + Very good

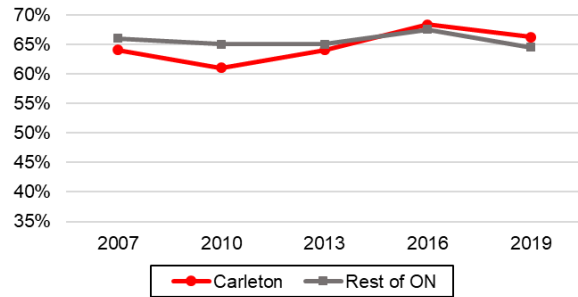


Figure E1c: Graduate/Professional Program - Master's Respondents
% Excellent + Very good

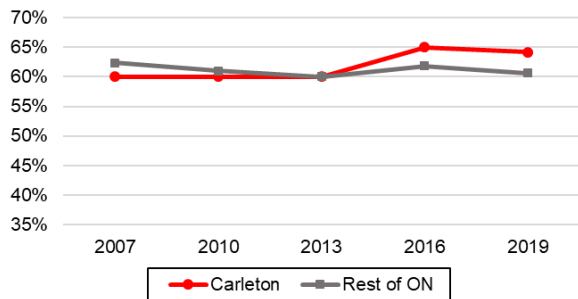


Figure E1d: Student Life Experience - Master's Respondents
% Excellent + Very good

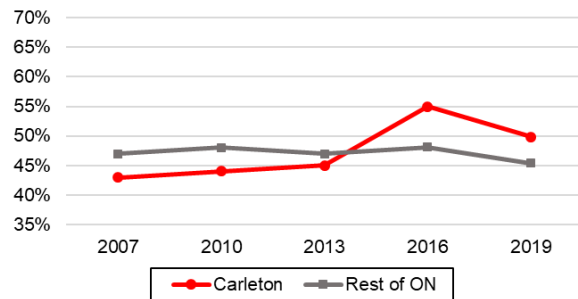


Figure E2a: Overall Experience - Doctoral Respondents
% Excellent + Very good

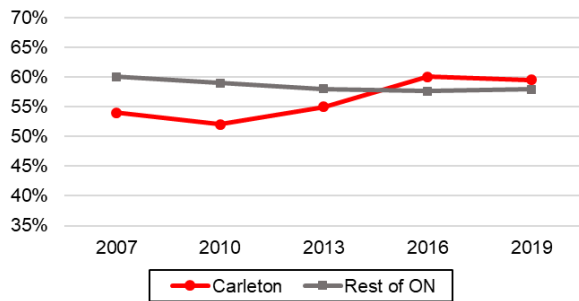


Figure E2b: Academic Experience - Doctoral Respondents
% Excellent + Very good

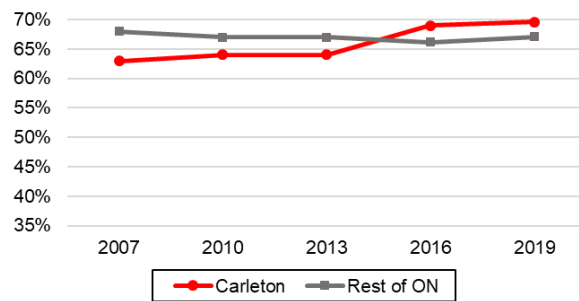


Figure E2c: Graduate/Professional Program - Doctoral Respondents
% Excellent + Very good

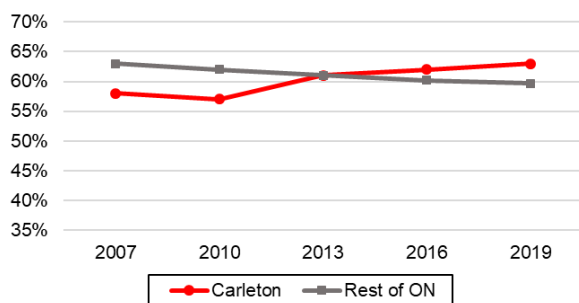


Figure E2d: Student Life Experience - Doctoral Respondents
% Excellent + Very good

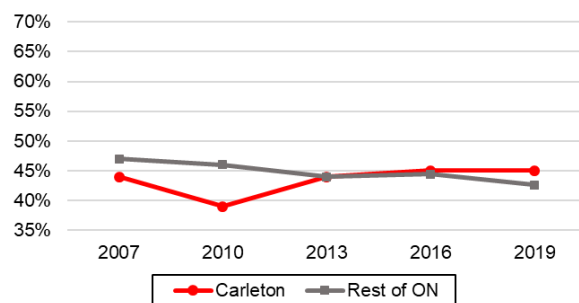


Table 3A shows the results of a series of general satisfaction questions. While the respondents answered the question on a five point scale, in order to simplify the table, “definitely” and “probably” were added together, as were “definitely not” and “probably not”.

	% of Master's Respondents			% of Doctoral respondents		
	Definitely or Probably	Maybe	Definitely or Probably Not	Definitely or Probably	Maybe	Definitely or Probably Not
If you were to start your graduate career again, would you select this same university?	72%	19%	10%	65%	21%	15%
If you were to start your graduate career again, would you select the same field of study?	81%	12%	8%	86%	10%	5%
Would you recommend this university to someone considering your program?	79%	13%	8%	73%	17%	11%
Would you recommend this university to someone in another field?	58%	33%	9%	51%	39%	10%
If you were to start your graduate career again, would you select the same faculty supervisor?*	82%	11%	6%	81%	11%	8%

* Only for those respondents with a research advisor

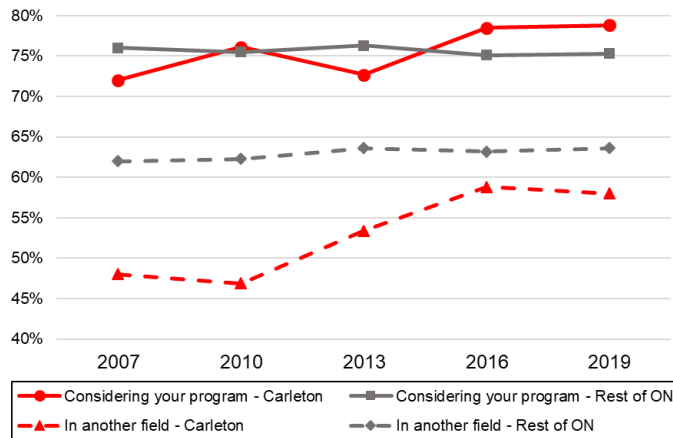
2019 Carleton respondents answered similarly to those in 2016. However, there were a few statistically significant differences when comparing results from Carleton’s respondents with the average for the rest of the provincial respondents. **Table 3B** shows the proportion of “definitely” or “probably” responses when there was shown to be a difference.

Table 3B: General Satisfaction, by Degree Carleton compared to Ontario (excluding Carleton)				
	% Definitely or Probably			
	Master's		Doctoral	
	Carleton	Ontario	Carleton	Ontario
If you were to start your graduate/professional career again, would you select this same university?	similar		similar	
If you were to start your graduate/professional career again, would you select the same field of study?	similar		similar	
Would you recommend this university to someone considering your program?	79%	75%	similar	
Would you recommend this university to someone in another field?	58%	64%	51%	58%
If you were to start your graduate career again, would you select the same faculty supervisor?*	82%	76%	81%	77%

* Only for those respondents with a research advisor

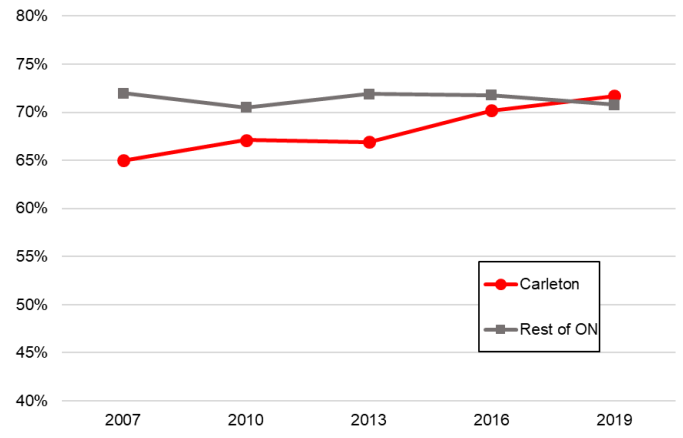
Figures E3a through E4b present results of these questions over time. It is worth noting that while Carleton’s respondents were more likely to recommend their university to someone considering their program, they were less likely to do so to someone in another field than their provincial counterparts, even though the gap is becoming narrower with respect to “recommending your university to someone in another field” in recent years.

**Figure E3a: Recommend Your University to Someone...
Master's Respondents
% Definitely + Probably**



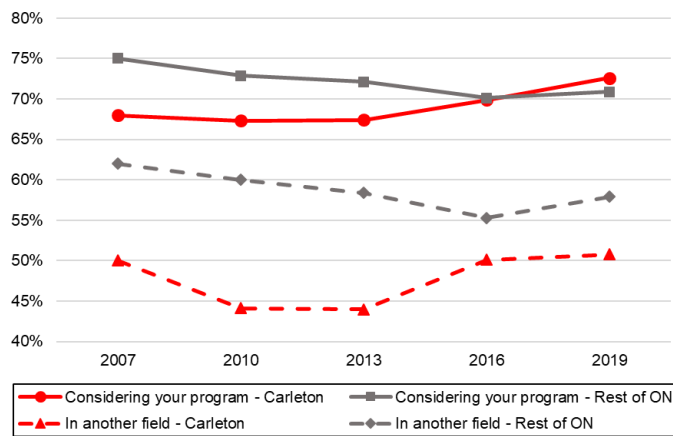
* The survey asks whether the student would recommend Carleton to someone considering their program, as well as to someone in another field

**Figure E3b: Select The Same University
Master's Respondents
% Definitely + Probably**



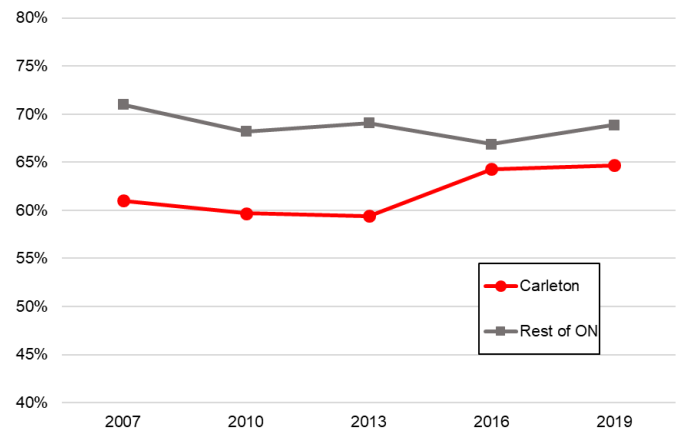
* The survey asks "If you were able to start your graduate career again, would you select the same university?"

**Figure E4a: Recommend Your University to Someone...
Doctoral Respondents
% Definitely + Probably**



* The survey asks whether the student would recommend Carleton to someone considering their program, as well as to someone in another field

**Figure E4b: Select The Same University
Doctoral Respondents
% Definitely + Probably**



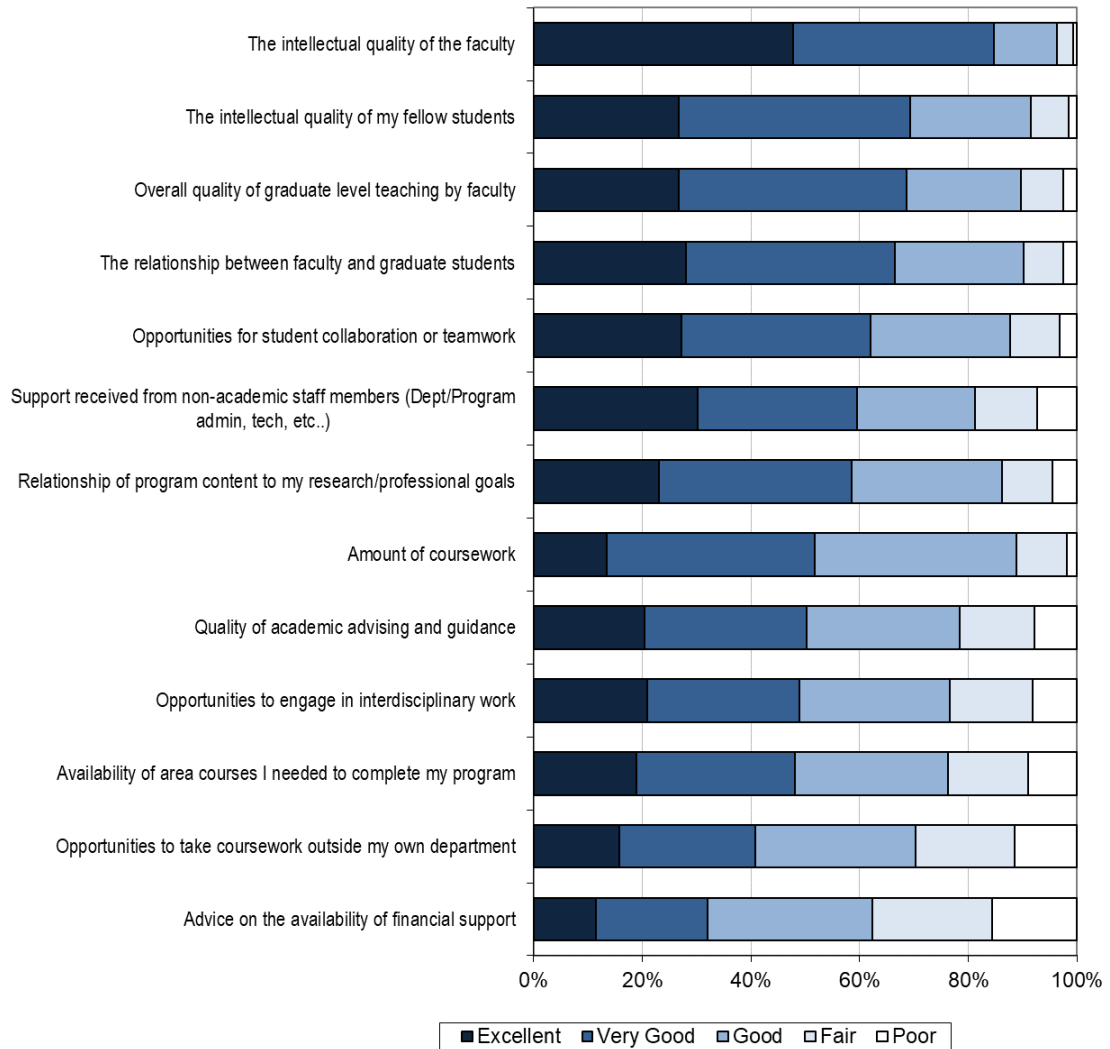
* The survey asks "If you were able to start your graduate career again, would you select the same university?"

Satisfaction with Program, Quality of Interactions, and Coursework

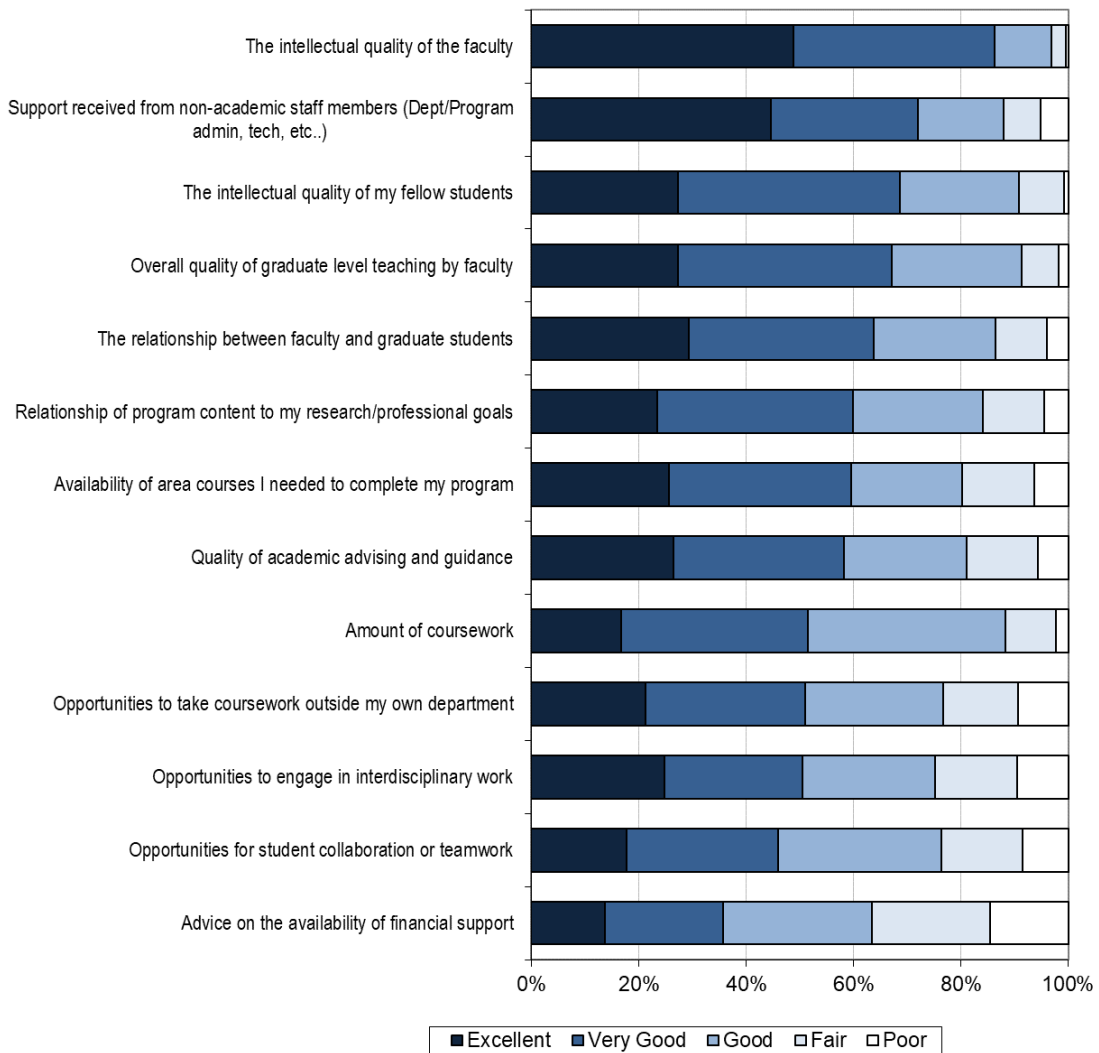
In addition to the general assessment and satisfaction questions, the CGPSS respondents were also asked more specific satisfaction questions, such as a series which focussed on program, quality of interaction and coursework. **Figure 4** below shows the results for this series of questions for Master's respondents at Carleton while **Figure 5** shows results for Doctoral respondents. This graph is sorted by the proportion of "excellent" and "very good" ratings.

Please note that a more detailed outline (including proportions) of Carleton's results for figures 4 and 5 is included in **Appendix A**.

**Figure 4: Satisfaction with Program, Quality of Interactions, Coursework
Master's Respondents at Carleton**



**Figure 5: Satisfaction with Program, Quality of Interactions, Coursework
Doctoral Respondents at Carleton**



Results of 2019 survey are similar to that of 2016, for both Master’s and Doctoral respondents.

Many differences in satisfaction levels were found between Carleton and the average for the rest of the Ontario universities. **Table 4** outlines these statistically significant differences for both Master’s and Doctoral respondents. Carleton results are more positive whenever a difference between Carleton and Ontario exists, except for the “availability of area courses I needed to complete my program” in which Carleton Master’s respondents rated lower than the rest of Ontario.

Table 4: Satisfaction with Program, Quality of Interactions, Coursework Carleton compared to Ontario (excluding Carleton), by Degree		
	% Excellent + Very good	
	Carleton	Ontario
Master's Respondents		
The relationship between faculty and graduate students	66%	63%
Overall quality of graduate level teaching by faculty	69%	62%
Quality of academic advising and guidance	50%	46%
Support received from non-academic staff members	60%	54%
Availability of area courses I needed to complete my program	48%	52%
Opportunities to take coursework outside my own department	41%	37%
Opportunities to engage in interdisciplinary work	49%	44%
Amount of coursework	52%	48%
Doctoral Respondents		
The relationship between faculty and graduate students	64%	56%
Overall quality of graduate level teaching by faculty	67%	59%
Quality of academic advising and guidance	58%	50%
Support received from non-academic staff members	72%	62%
Availability of area courses I needed to complete my program	60%	45%
Relationship of program content to my research/professional goals	60%	52%
Opportunities for student collaboration or teamwork	46%	42%
Opportunities to take coursework outside my own department	51%	43%
Opportunities to engage in interdisciplinary work	51%	44%
Amount of coursework	52%	45%

Obstacles to Academic Progress

Respondents were asked to rate the extent to which various factors were obstacles to their academic progress (results shown in **Table 5**). For both Master's and Doctoral respondents at Carleton, the biggest obstacle to academic progress is financial pressure.

Table 5: Obstacles to Academic Progress % of Carleton's Respondents						
	Master's			Doctoral		
	Not an obstacle	A minor obstacle	A major obstacle	Not an obstacle	A minor obstacle	A major obstacle
Work commitments	41%	43%	16%	46%	34%	21%
Financial pressures	27%	38%	35%	26%	32%	43%
Family obligations	54%	32%	14%	45%	36%	19%
Availability of faculty	64%	30%	6%	66%	28%	7%
Program structure or requirements	51%	36%	13%	59%	32%	9%
Course scheduling	49%	38%	13%	69%	27%	4%
Immigration laws or regulations	88%	8%	4%	85%	9%	6%

Over-time comparison was not conducted for “work commitments” and “financial pressures” due to wording changes between 2016 and 2019 surveys. For items that stayed the same, two statistically significant differences were noted in Master’s respondents with 2019 respondents more likely to report “family obligations” (46% reported it as an obstacle compared to 42% in 2016) and “availability of faculty” (36% vs. 31%) as an obstacle compared to their counterparts in 2016. Doctoral respondents reported similarly over time.

Compared to the rest of the province, Carleton Master’s respondents were less likely to report “family obligations” (46% of Carleton Master’s respondents reported it as an obstacle vs. 53% of Ontario) and “program structure or requirements” (49% vs. 54%) as an obstacle to academic progress.

Carleton Doctoral respondents were less likely to report “availability of faculty” (34% vs. 41%), “program structure or requirements” (41% vs. 48%) and “course scheduling” (31% vs. 36%), while more likely to report “work commitments” (54% vs. 51%) as an obstacle to academic progress, than those from the rest of Ontario.

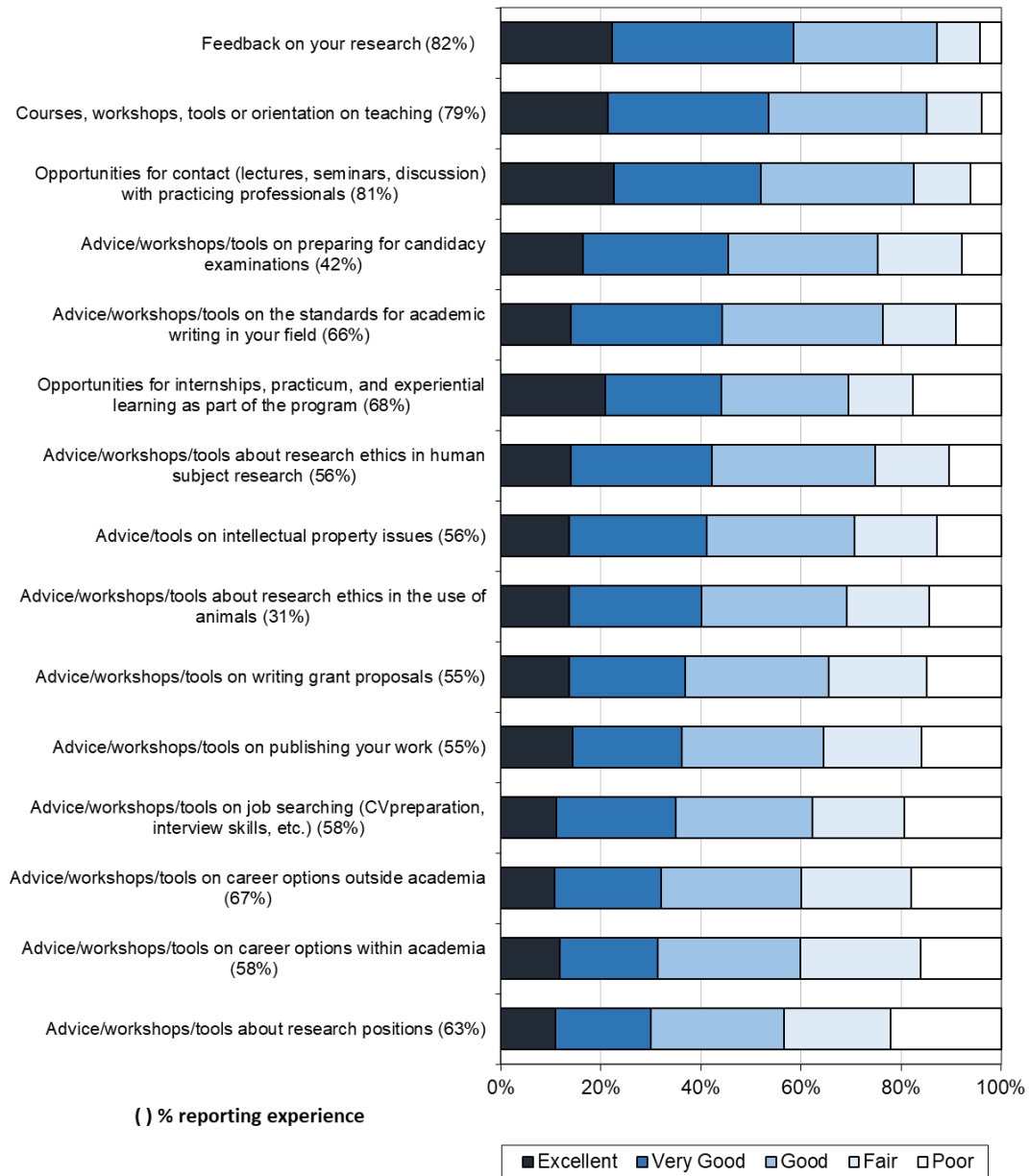
Professional Skills Development

Another area that was covered by the CGPSS was professional skills development. This section included the rating of a series of items that were deemed important to this goal. Students in research-based and course-based programs were asked different questions. More detailed results (including proportions) can be found in **Appendix A**.

Figures 6A and 6B illustrates the results for this series of items for Carleton Master’s respondents in both research-based and course-based programs², respectively.

² While the rating scale went from poor to excellent, survey respondents could also choose either “not applicable” or “did not participate”. The statistical testing was done on the distribution within the five-point scale (excluding n/a and did not participate) although the proportion of respondents choosing either of those options was high for some items (as seen in tables A3 and A4 in Appendix A)

Figure 6A: Professional Skills Development
Master's Respondents in Research-based Programs at Carleton



**Figure 6B: Professional Skills Development
Master's Respondents in Course-based Programs at Carleton**



Master's respondents in research-based programs reported similarly on all items between 2016 and 2019. However, Master's respondents in course-based programs were more satisfied on almost all items in 2019, including:

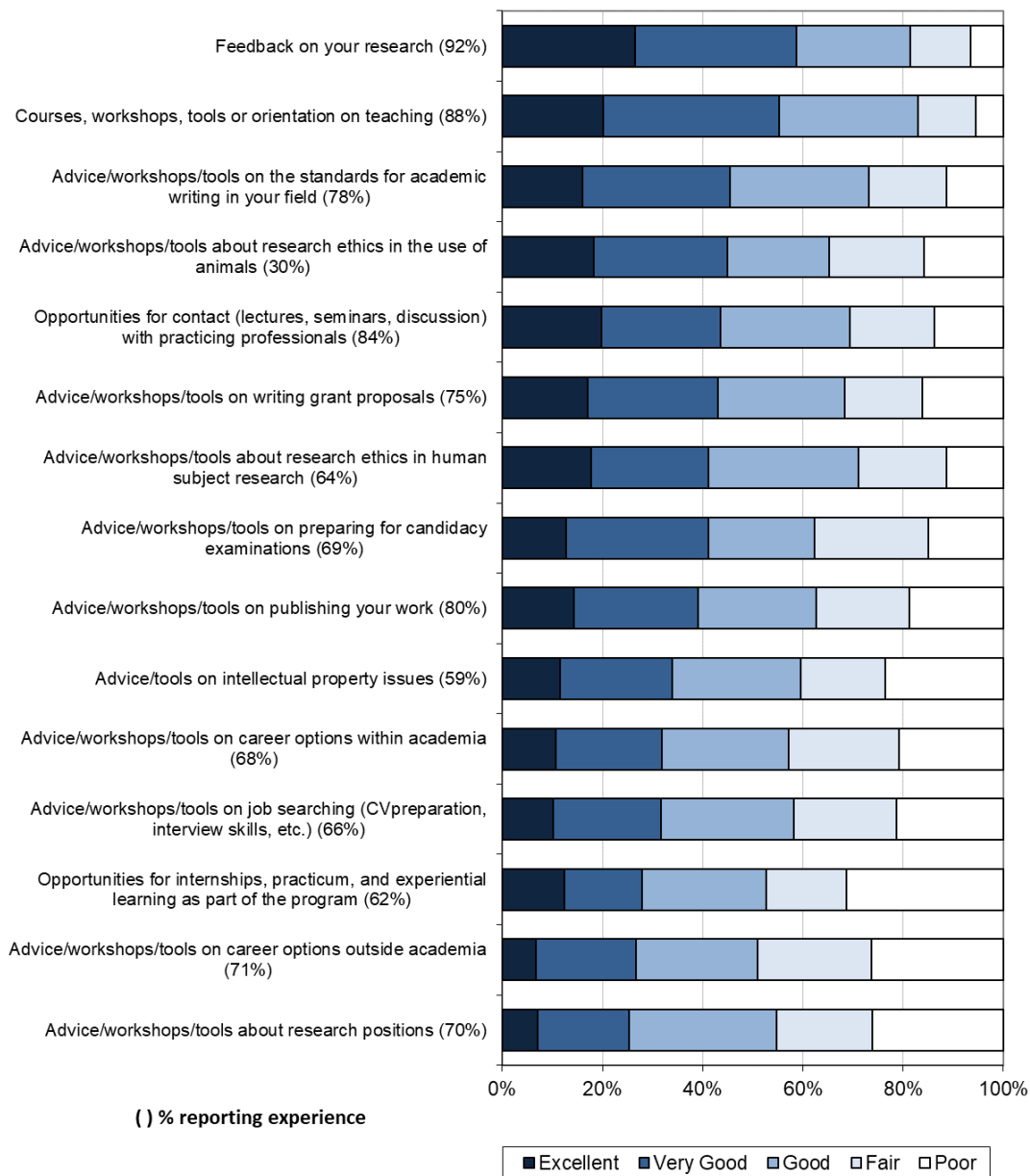
- Advice/workshops/tools on the standards for writing in your profession (“excellent” or “very good” increased from 41% in 2016 to 51% in 2019)
- Advice/workshops/tools on career options (37% to 48%)
- Advice/workshops/tools on professional ethics (41% to 51%)
- Advice/workshops/tools on job preparation and professional practice (38% to 51%)
- Opportunities for internships, practicum, and experiential learning as part of the program (49% to 60%)

Table 6 shows the distribution of selected ratings for the items that were deemed to be statistically significantly different for Master's respondents at Carleton compared with the rest of Ontario. For Master's respondents in both research-based and course-based programs, where differences were found, Carleton's results were better. More specifically, the table includes the proportion of Carleton respondents who reported either “excellent” or “very good”, as well as the proportion reported “poor”, in comparison to the overall provincial average (excluding Carleton).

Table 6: Differences in Ratings of Professional Skill Development Master's Respondents				
	% Excellent or Very Good		% Poor	
	Carleton	Rest of Ontario Consortium	Carleton	Rest of Ontario Consortium
Research-based programs:				
Courses, workshops, tools or orientation on teaching	54%	47%	4%	8%
Feedback on your research	59%	53%	4%	6%
Opportunities for internships, practicum, and experiential learning as part of the program	44%	35%	18%	24%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	52%	47%	6%	13%
Course-based programs:				
Advice/workshops/tools on career options	48%	41%	9%	12%
Advice/workshops/tools on job preparation and professional practice	51%	44%	10%	11%
Opportunities for internships, practicum, and experiential learning as part of the program	60%	48%	11%	14%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	60%	51%	5%	7%

Doctoral respondents in research-based programs reported similar to Master's respondents' satisfaction levels with the professional skill development occurring in and around their programs (Figure 7). The highest rated professional development aspects at Carleton for Doctoral respondents were feedback on research, as well as courses and workshops on teaching. Career-related aspects were amongst the lowest rated.

**Figure 7: Professional Skills Development
Doctoral Respondents in Research-based Programs at Carleton**



2019 Carleton Doctoral respondents in research-based programs were more satisfied on “advice/workshops/tools on the standards for academic writing in your field” compared to those in 2016 (“excellent” or “very good” increased from 37% in 2016 to 46% in 2019). Moreover, they reported higher levels of satisfaction than those from the rest of Ontario on a number of items (Table 7).

Table 7: Differences in Ratings of Professional Skill Development Doctoral Respondents				
	% Excellent or Very Good		% Poor	
	Carleton	Rest of Ontario Consortium	Carleton	Rest of Ontario Consortium
Research-based programs:				
Courses, workshops, tools or orientation on teaching	55%	44%	6%	11%
Advice/workshops/tools on preparing for candidacy examinations	41%	32%	15%	22%
Feedback on your research	59%	52%	7%	7%
Advice/workshops/tools on writing grant proposals	43%	35%	16%	17%
Advice/workshops/tools on publishing your work	39%	31%	19%	22%

Research Experience

Respondents were asked to rate the quality of the support and opportunities they received in a number of areas related to research experience. The distribution for Carleton respondents can be found in **Table 8** below.

Table 8: Research Experience Carleton, by Degree				
	Master's		Doctoral	
	% Excellent + Very Good	% Poor	% Excellent + Very Good	% Poor
Conducting independent research since starting your graduate program	52%	5%	65%	6%
Training in research methods before beginning your own research	44%	9%	42%	15%
Faculty guidance in formulating a research topic	54%	8%	61%	8%
Research collaboration with one or more faculty members*	53%	11%	56%	13%
Collaboration with faculty in writing a grant proposal*	38%	18%	46%	22%

* Research-based programs only

There were no differences between 2016 and 2019 surveys for Master’s respondents at Carleton. In comparing Carleton to the rest of Ontario, “training in research methods before beginning your own research” (44% “excellent” or “very good” for Carleton versus 40% for the rest of Ontario) and “faculty guidance in formulating a research topic” (54% vs. 49%) were significantly different with Carleton respondents giving more positive ratings.

Doctoral respondents at Carleton rated the item “conducting independent research since starting your graduate program” higher in 2019 as compared to 2016 (65% “excellent” or “very good” in 2019 compared to 54% in 2016). Moreover, they also rated higher than the rest of Ontario on “faculty guidance in formulating a research topic” (61% “excellent” or “very good” for Carleton versus 53% for the rest of Ontario) and “collaboration with faculty in writing a grant proposal” (46% vs. 37%).

Presentations and Publications

Respondents were first asked whether certain aspects related to presentations and publishing occurred in their department, and then asked how often they participated in those activities. Results are detailed in **Table 9A and 9B**. Master’s respondents at Carleton were more likely to report occurrence than the rest of the province, although they were less likely to be involved in those activities. On the other hand, Doctoral respondents at Carleton reported similar levels of occurrence and involvement compared to their provincial counterparts. A number of changes were made to the 2019 survey which prevents over time comparison.

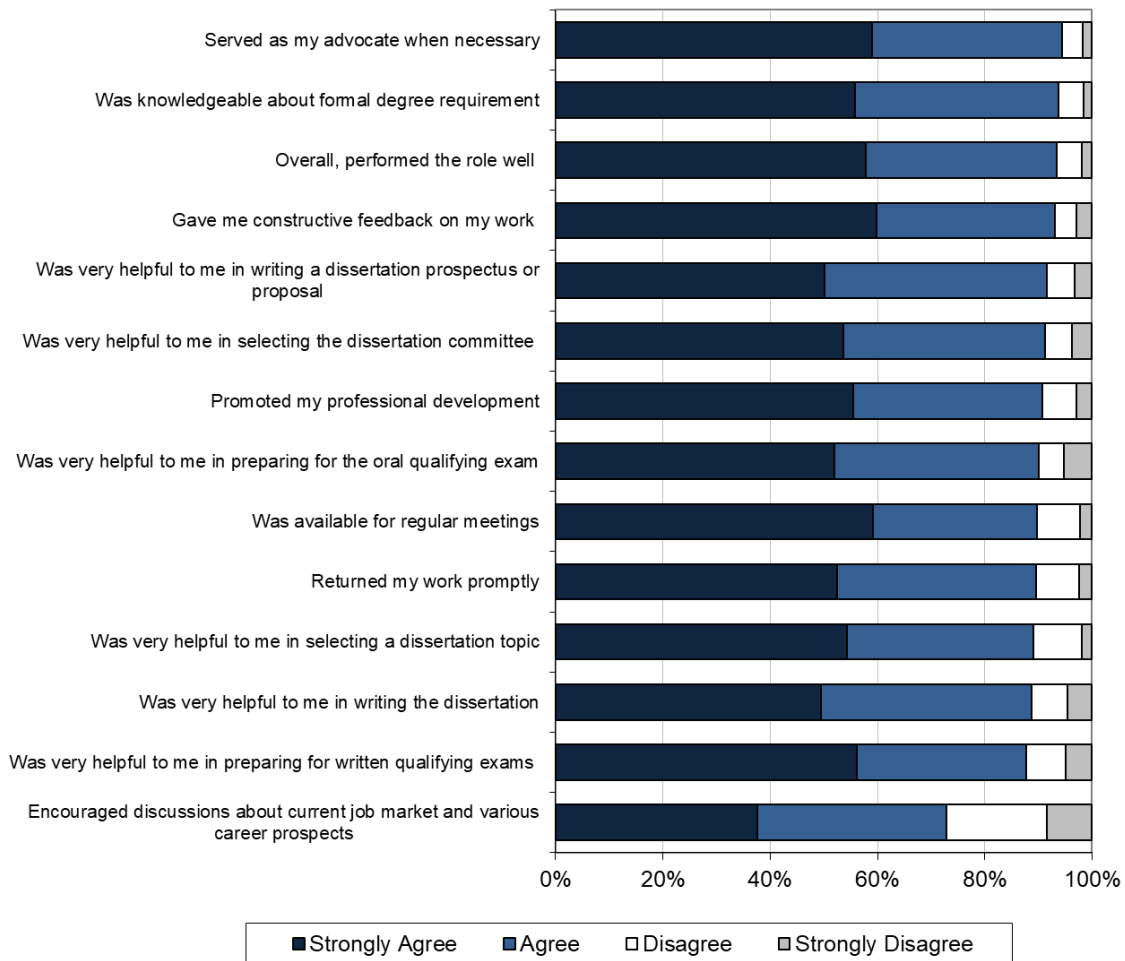
Table 9A: Occurrence and Involvement with Presentations and Publications					
Carleton compared with the Rest of Ontario, by Degree					
	Master’s		Doctoral		
	A. Occurs in department (% said yes)	B. If yes to part A	A. Occurs in department (% said yes)	B. If yes to part A	
		% involved at least once		% involved	1-2 x
All respondents					
Seminars/colloquia at which students present their research	64% (ON: 60%)	67% (ON: 75%)	85% (ON: 88%)	39%	47%
Departmental funding for students to attend scholarly/scientific meetings	39% (ON: 32%)	39%	64%	53%	18%
Other institutional funding for students to attend scholarly/scientific meetings	29% (ON: 25%)	26% (ON: 38%)	53%	50%	11%
Scholarly meetings	42% (ON: 37%)	62% (ON: 71%)	64%	35%	53%
Only for those with a research advisor					
Deliver any papers or present a poster at scholarly/scientific meetings	50% (ON: 57%)	63% (ON: 70%)	75%	40%	44%
Co-authored in refereed journals with your program faculty	28%	50%	48%	55%	24%
Published as sole or first author in a refereed journal	21%	39%	45%	58%	17%

Shading represents statistically significantly different results from the provincial average. The number in the parenthesis is the result for Ontario, on average, excluding Carleton.

Advisors

Respondents who have research advisors were asked to indicate their level of agreement with a number of aspects of their thesis/dissertation advisor (**Figures 8A and 8B**).

Figure 8A: Advisor: Master's Respondents

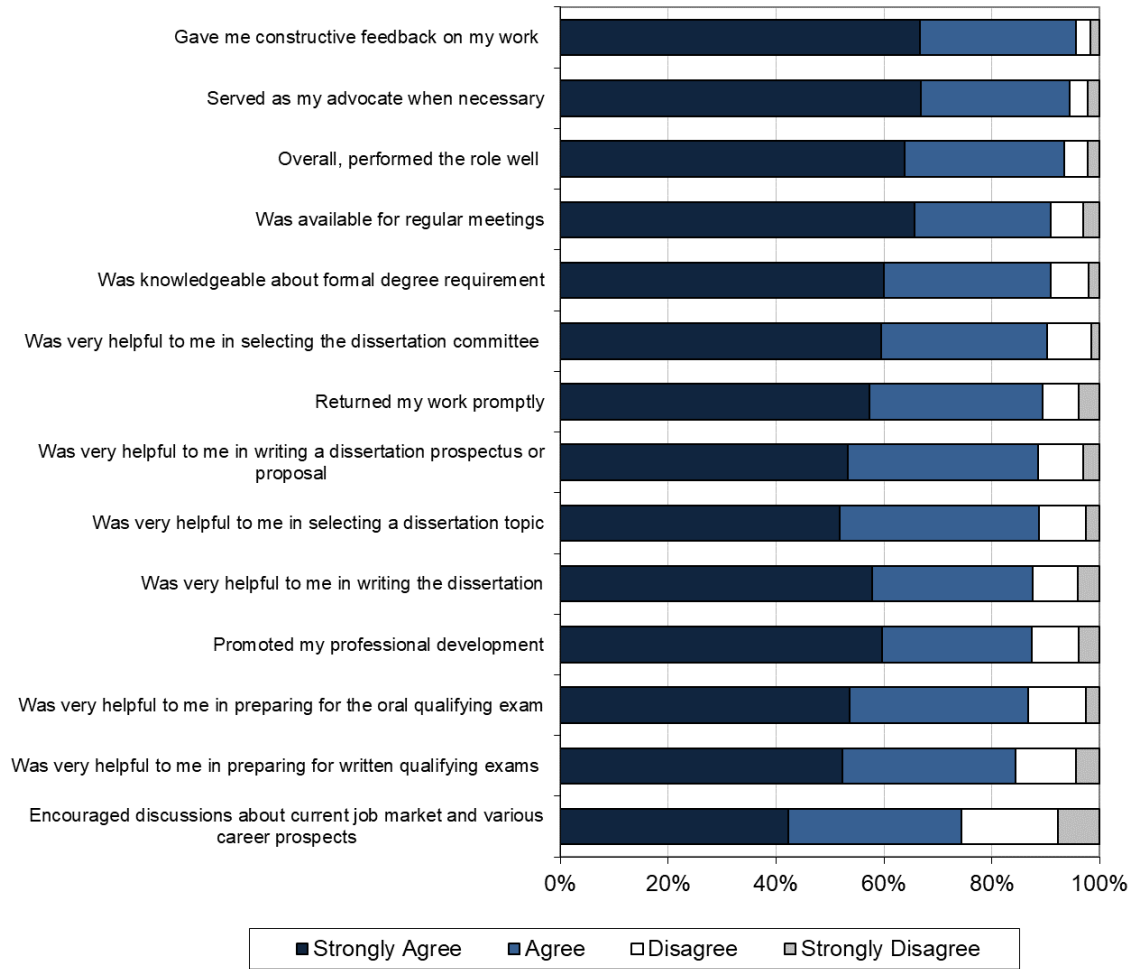


No differences were found over time for either Master's or Doctoral respondents. In comparison to the rest of Ontario universities, Carleton Doctoral respondents were more likely to say they "strongly agreed" with the following statements about their advisors than their provincial counterparts:

- Was knowledgeable about formal degree requirements (60% Strongly Agree at Carleton, vs. 52% Ont)
- Gave me constructive feedback on my work (67% vs. 61%)

- Promoted my professional development (60% vs. 52%)
- Overall, performed the role well (64% vs. 57%)
- Was very helpful to me in preparing for the oral qualifying exam (54% vs. 48%)

Figure 8B: Advisor: Doctoral Respondents



Respondents were also asked how often they met or communicated with their dissertation advisors about their ongoing research and the writing of their dissertation. The following table outlines how Carleton graduate students responded (**Table 10**). Carleton’s results are similar to 2016 as well as to the rest of the provincial average.

	Master's			Doctoral		
	Less than once a month	At least once a month	At least once a week	Less than once a month	At least once a month	At least once a week
Your ongoing research and results	14%	44%	42%	18%	47%	35%
Your writing of the dissertation draft	33%	43%	24%	37%	46%	17%

Additional questions were asked on whether the graduate student had an advisory committee. Carleton respondents were less likely to report having an advisory committee compared to their provincial counterparts: 20% of Carleton Master’s respondents (compared to 50% for the rest of Ontario, on average); and 48% of Doctoral respondents (compared to 70% Ontario average).

Those who reported having an advisory committee were given a list of three statements and asked which one(s) best described their situation (they could check all that apply, see **Table 11**). Carleton Master’s respondents were less likely to indicate having already interacted at least once with the advisory committee (Ontario: 70%) than their provincial counterparts, while Doctoral respondents at Carleton were less likely to indicate having to provide written progress reports and meeting at least once a year (Ontario: 54% and 63% respectively).

	Master's	Doctoral
My advisory committee expects to receive from me a written progress report, at least once a year	45%	33%
I am expected to meet at least annually with my advisory committee	52%	37%
I have already interacted at least once with my advisory committee	60%	73%

Moreover, respondents were most likely to indicate that they interacted with their advisory committee in a formal meeting: 81% for Master’s and 89% for Doctoral respondents at Carleton (whereas 19% and 11% reported interacting only through email or telephone contact respectively). There is no statistically significant difference between Carleton respondents and the rest of Ontario, on average.

Over 90 percent of Master’s and Doctoral Carleton respondents who reported having an advisory committee had agreed or strongly agreed that “Up to now, I have found my advisory committee’s feedback constructive and useful”. This is similar to the rest of Ontario, on average.

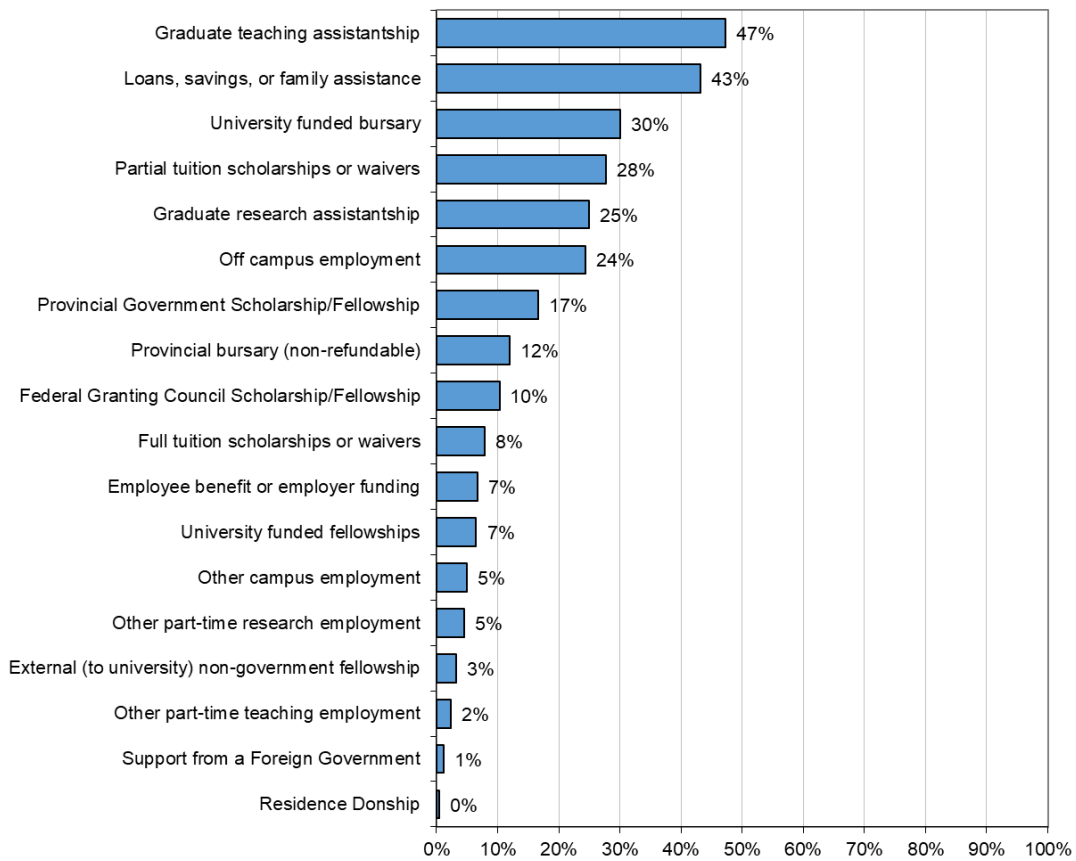
Financial Support

Respondents were asked to select from a list of all forms of financial support that they received while enrolled in their program. **Figure 9** shows the types of support that Master's respondents reported receiving at Carleton. Master's respondents rated similarly to 2016 with a few exceptions: more Master's respondents reported financial support from provincial government scholarship/fellowship (17% vs. 12% in 2016), provincial bursary (12% vs. 4%), and residence donship (0.4% vs. 0%). As well less Master's respondents reported financial support from full tuition scholarships or waivers (8% vs. 13%).

Compared to the rest of Ontario, Carleton Master's respondents received more university funded bursaries (30% vs. 25% Ont), partial tuition scholarships or waivers (28% vs. 12%), graduate research assistantship (25% vs. 17%), graduate teaching assistantship (47% vs. 27%), other part-time research employment (5% vs. 3%), and off campus employment (24% vs. 20%). But they received less university funded fellowships (7% vs. 12%).

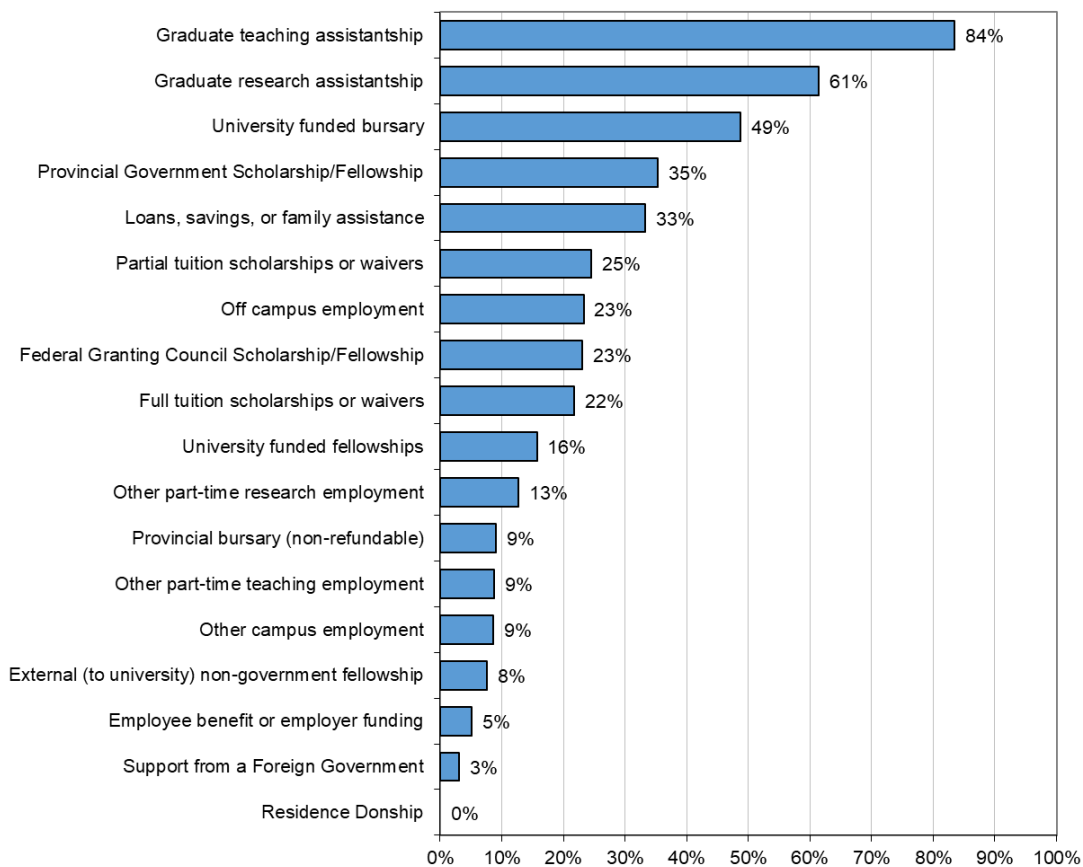
The largest category of "loans, savings, or family assistance" was similar for Carleton Master's respondents compared to Ontario average, excluding Carleton.

**Figure 9: Sources of Financial Support
Master's respondents**



In comparison to those in a Master's degree, Doctoral respondents at Carleton were more likely to receive funding from a wider variety of sources (as shown in **Figure 10**). Compared with 2016 Doctoral respondents, 2019 Doctoral respondents reported receiving more provincial bursary (9% vs. 6% in 2016), university funded bursary (49% vs. 40%), partial tuition scholarships or waivers (25% vs. 19%), and other campus employment (9% vs. 5%). Also, they reported receiving less support from a foreign government (3% vs. 6%), and university funded fellowships (16% vs. 21%).

**Figure 10: Sources of Financial Support
Doctoral respondents**

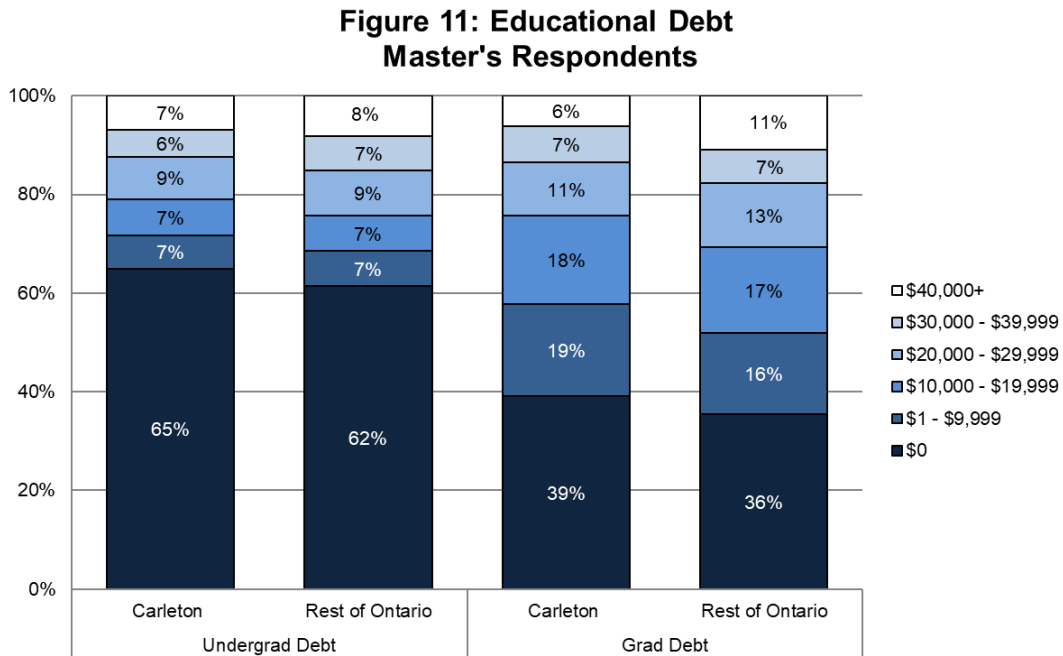


In comparison to the average for the rest of the Ontario respondents, Carleton Doctoral respondents reported having more funding from a number of sources: university funded bursary (49% vs. 34% Ont), partial tuition scholarships and waivers (25% vs. 11%), graduate research assistantship (61% vs. 50%), graduate teaching assistantship (84% vs. 68%), and off campus employment (23% vs. 17%). Conversely, Carleton Doctoral respondents reported having less funding from university funded fellowships (16% vs. 35%).

Debt

Respondents were asked to estimate the amount of undergraduate educational debt, if any, plus the amount of graduate educational debt, if any, they would have to repay once they had completed their graduate program. Amongst Carleton's respondents in Master's programs, 35 percent reported having undergraduate debt and 61 percent reported having graduate debt. The breakdown of

reported undergraduate and graduate debt is shown in **Figure 11** below, for Master’s respondents at Carleton and in the rest of Ontario.



Carleton Master’s respondents reported a lower rate of student debt for both undergraduate and graduate debt compared to their provincial counterparts. Moreover, for those who expected to have graduate debt, Carleton Master’s respondents expected to have less than the rest of the province.

Comparisons between 2016 and 2019 debt shows that Master’s respondents were more likely to report expecting to have graduate debt in 2019 (61% vs. 54% in 2016). However, distribution of debt, for those who reported having debt, was similar over time for both undergraduate and expected graduate debt.

Thirty two percent of Carleton Doctoral respondents reported having undergraduate educational debt, and 48 percent expected to have graduate debt once they finished their program. The breakdown of this debt is shown in **Figure 12**. The distribution across categories was similar between Carleton and the rest of Ontario.

Doctoral respondents had similar rate of having student debt and the distribution of debt over time was also similar, for both undergraduate and expected graduate debt.

**Figure 12: Educational Debt
Doctoral Respondents**

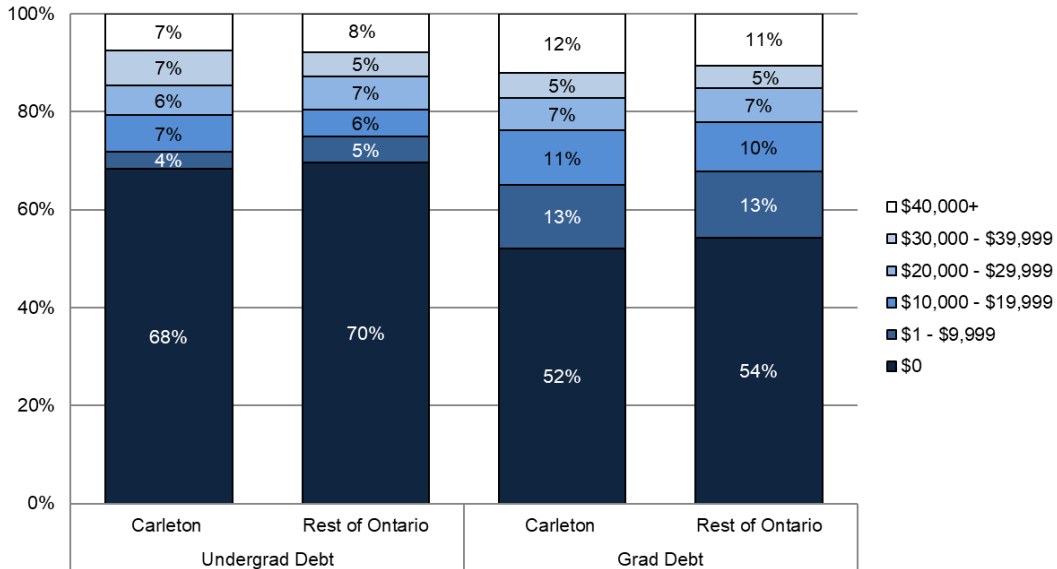
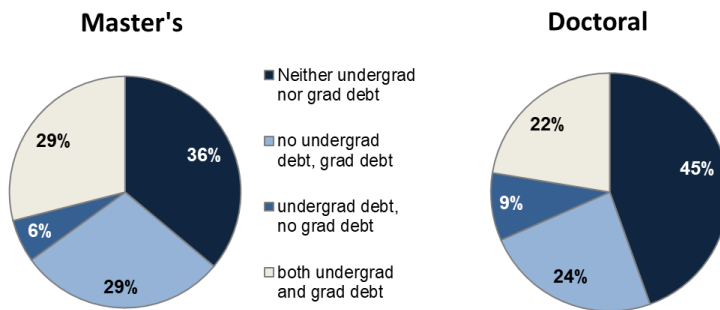


Figure 13 below summarizes the proportion of respondents who have no debt, both undergraduate and graduate debt, or one or the other kind of debt. Compared to the rest of Ontario, on average, Carleton Master’s respondents were more likely to have neither debt (36% vs. 31% of Ont), and less likely to have both undergraduate and graduate debt (29% vs. 32%). Carleton Doctoral respondents were similar to their provincial counterparts.

Compared to 2016 respondents, 2019 Carleton Master’s respondents were more likely to report having graduate debt with no undergraduate debt (29% vs. 24% in 2016), and less likely to report having undergraduate debt with no graduate debt (6% vs. 9%). The proportions of carrying both debts and neither debt were similar. No statistically significant changes over time for Doctoral respondents.

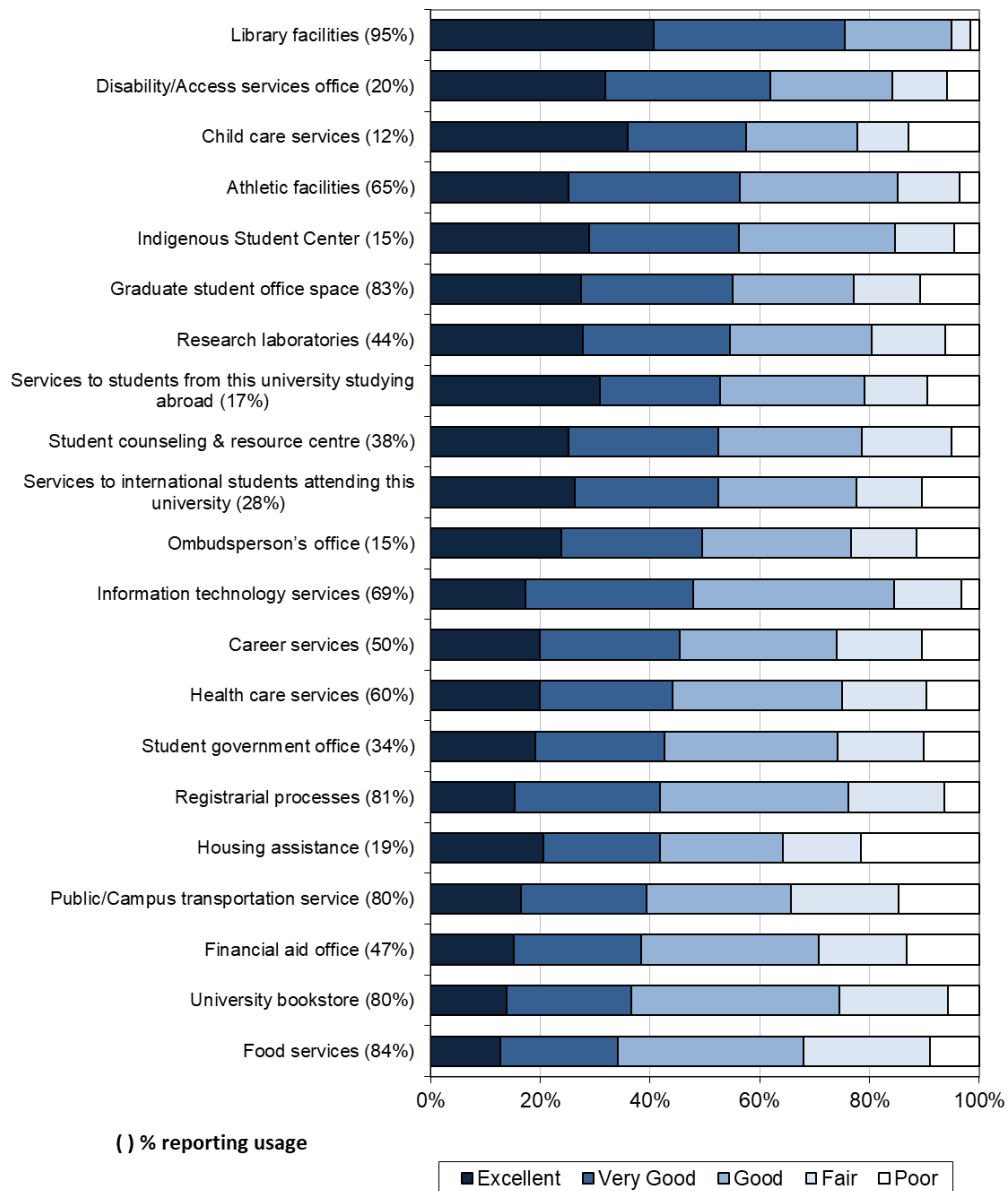
Figure 13: Carleton Respondents’ Combinations of UG and Grad Debt



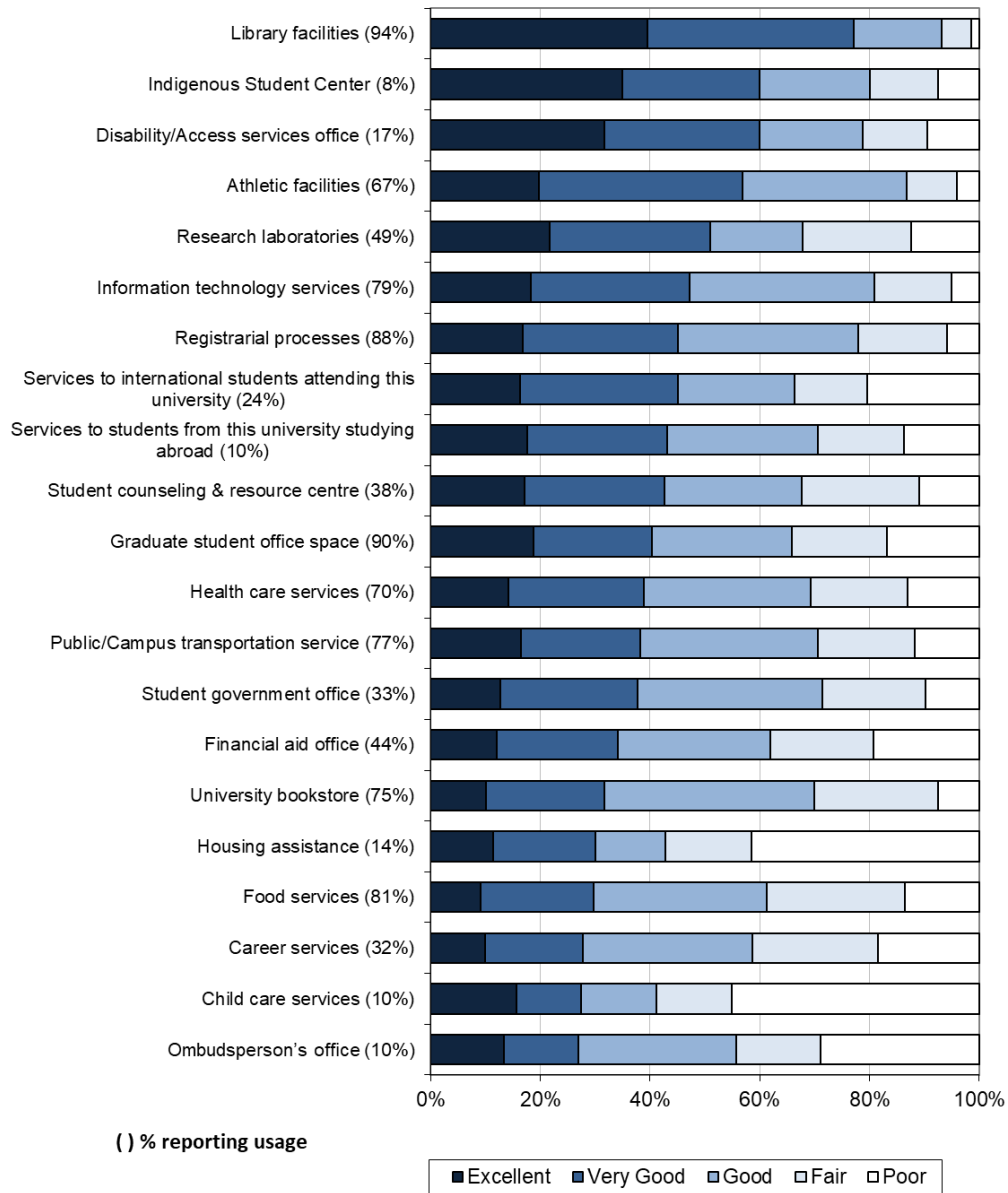
University Resources and Student Life

Respondents were asked to rate the quality of the resources that they have used while in their current graduate program. **Figure 14 and 15** shows the results for both Master’s and Doctoral respondents at Carleton, sorted by the proportion of respondents who chose either “excellent” or “very good”. Also included in this chart, in the parentheses beside the service, is the proportion of respondents who rated the service (and did not select either not applicable or did not participate).

**Figure 14: University Resources
Master's Respondents**



**Figure 15: University Resources
Doctoral Respondents**



Carleton ratings of a number of services were statistically different from the average of the rest of Ontario universities (Table 12). Master's respondents generally had higher levels of satisfaction while Doctoral respondents were more likely to have lower level of satisfaction than their provincial counterparts in most cases where differences were noted.

Table 12: University Resources			
	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Master's Respondents			
Library Facilities (95%)*	76	68	+
Graduate student office space (83%)	55	50	+
Financial aid office (47%)	38	32	+
Career services (50%)	45	40	+
Public/Campus transportation service (80%)	39	42	-
Information technology services (69%)	48	45	+
Doctoral Respondents			
Research laboratories (49%)	51	56	-
Child care services (10%)	28	44	-
Student counseling & resource centre (38%)	43	50	-
Registrarial processes (88%)	45	37	+

*Number in parenthesis denotes the proportion of respondents who reported using the resource

Satisfaction with university resources stayed the same over time with a few exceptions. Both Master’s and Doctoral respondents rated health care services lower and food services higher in 2019 than 2016.

- Health care services (Master’s: 44% “excellent + very good” in 2019 vs. 56% in 2016; Doctoral: 39% vs. 49%)
- Food services (Master’s: 34% vs. 30%; Doctoral: 30% vs. 18%)
- Public/Campus transportation service (Master’s: 39% vs. 45%)

Conclusion

Participating in the Canadian Graduate and Professional Student Survey provides important feedback on the graduate student experience at Carleton, as well as provincial comparisons.

The 2019 CGPSS results are encouraging given all the efforts and initiatives at Carleton to improve the graduate student experience. Carleton was able to maintain the satisfaction level achieved in the 2016 survey in which widespread and significant improvements started to be noted. Results are similar over time with the exception that 2019 Master’s respondents in course-based programs reported higher level of satisfaction in almost all aspects of professional skills development than those in 2016.

Additionally, Carleton’s results were significantly better in comparison to the provincial average in a number of areas. Generally, Carleton respondents reported being more satisfied with their program,

quality of interactions, coursework, professional skills development, and research experience. In addition, Doctoral respondents reported higher satisfaction level with their research advisors. Carleton respondents were also more likely to report receiving financial support from various sources. Master's respondents at Carleton were less likely to be indebted.

It is worth noting that the 2019 administration yielded the highest response rate of any previous CGPSS survey at Carleton at 54% – likely a reflection of continuous improvements in communication and/or student engagement in and of itself.

There are always opportunities for continuous improvement, and as usual CGPSS results will help inform future priorities.

APPENDIX A – Data Tables from Selected Graphs

Table A1: From Figure 4 -- Satisfaction with Program, Quality of Interactions, Coursework Master's respondents at Carleton					
	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	48%	37%	12%	3%	1%
The intellectual quality of my fellow students	27%	43%	22%	7%	2%
The relationship between faculty and graduate students	28%	38%	24%	7%	3%
Overall quality of graduate level teaching by faculty	27%	42%	21%	8%	3%
Advice on the availability of financial support	11%	21%	30%	22%	16%
Quality of academic advising and guidance	21%	30%	28%	14%	8%
Support received from non-academic staff members (Dept/Program admin, tech, etc..)	30%	29%	22%	11%	7%
Availability of area courses I needed to complete my program	19%	29%	28%	15%	9%
Relationship of program content to my research/professional goals	23%	36%	28%	9%	5%
Opportunities for student collaboration or teamwork	27%	35%	26%	9%	3%
Opportunities to take coursework outside my own department	16%	25%	30%	18%	12%
Opportunities to engage in interdisciplinary work	21%	28%	28%	15%	8%
Amount of coursework	13%	38%	37%	9%	2%

Table A2: From Figure 5 -- Satisfaction with Program, Quality of Interactions, Coursework Doctoral respondents at Carleton					
	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	49%	38%	11%	3%	0%
The intellectual quality of my fellow students	27%	41%	22%	9%	1%
The relationship between faculty and graduate students	29%	34%	23%	10%	4%
Overall quality of graduate level teaching by faculty	27%	40%	24%	7%	2%
Advice on the availability of financial support	14%	22%	28%	22%	15%
Quality of academic advising and guidance	26%	32%	23%	13%	6%
Support received from non-academic staff members (Dept/Program admin, tech, etc..)	45%	27%	16%	7%	5%
Availability of area courses I needed to complete my program	26%	34%	21%	14%	6%
Relationship of program content to my research/professional goals	24%	36%	24%	11%	5%
Opportunities for student collaboration or teamwork	18%	28%	30%	15%	9%
Opportunities to take coursework outside my own department	21%	30%	26%	14%	9%
Opportunities to engage in interdisciplinary work	25%	26%	25%	15%	10%
Amount of coursework	17%	35%	37%	9%	2%

**Table A3A: From Figure 6A -- Satisfaction with Professional Skills Development
Master's Respondents in Research-Based Programs at Carleton**

	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Courses, workshops, tools or orientation on teaching	21%	32%	32%	11%	4%	14%	7%
Advice/workshops/tools on preparing for candidacy examinations	16%	29%	30%	17%	8%	29%	29%
Feedback on your research	22%	36%	29%	9%	4%	8%	10%
Advice/workshops/tools on the standards for academic writing in your field	14%	30%	32%	15%	9%	26%	8%
Advice/workshops/tools on writing grant proposals	14%	23%	29%	20%	15%	33%	12%
Advice/workshops/tools on publishing your work	14%	22%	28%	20%	16%	33%	12%
Advice/workshops/tools on job searching (CV preparation, interview skills, etc.)	11%	24%	27%	18%	19%	33%	9%
Advice/workshops/tools on career options within academia	12%	20%	28%	24%	16%	32%	10%
Advice/workshops/tools on career options outside academia	11%	21%	28%	22%	18%	26%	7%
Advice/workshops/tools about research positions	11%	19%	27%	21%	22%	29%	8%
Advice/workshops/tools about research ethics in human subject research	14%	28%	33%	15%	10%	27%	17%
Advice/workshops/tools about research ethics in the use of animals	14%	26%	29%	16%	14%	32%	37%
Advice/tools on intellectual property issues	14%	27%	30%	16%	13%	29%	14%
Opportunities for internships, practicum, and experiential learning as part of the program	21%	23%	25%	13%	18%	21%	11%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	23%	29%	31%	11%	6%	13%	6%

**Table A3B: From Figure 6B -- Satisfaction with Professional Skills Development
Master's Respondents in Course-Based Programs at Carleton**

	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Advice/workshops/tools on the standards for writing in your profession	20%	31%	28%	14%	7%	24%	4%
Advice/workshops/tools on career options	19%	29%	29%	15%	9%	19%	3%
Advice/workshops/tools on professional ethics	18%	33%	30%	12%	7%	24%	5%
Advice/workshops/tools on job preparation and professional practice	18%	33%	27%	13%	10%	22%	4%
Opportunities for internships, practicum, and experiential learning as part of the program	30%	30%	19%	11%	10%	11%	5%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	27%	33%	23%	12%	5%	8%	2%

**Table A4: From Figure 7 -- Satisfaction with Professional Skills Development
Doctoral Respondents at Carleton**

	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Courses, workshops, tools or orientation on teaching	20%	35%	28%	12%	5%	10%	2%
Advice/workshops/tools on preparing for candidacy examinations	13%	28%	21%	23%	15%	19%	12%
Feedback on your research	27%	32%	23%	12%	6%	4%	4%
Advice/workshops/tools on the standards for academic writing in your field	16%	29%	28%	15%	11%	18%	4%
Advice/workshops/tools on writing grant proposals	17%	26%	25%	16%	16%	20%	5%
Advice/workshops/tools on publishing your work	14%	25%	24%	19%	19%	16%	4%
Advice/workshops/tools on job searching (CV preparation, interview skills, etc.)	10%	22%	26%	21%	21%	27%	6%
Advice/workshops/tools on career options within academia	11%	21%	25%	22%	21%	25%	7%
Advice/workshops/tools on career options outside academia	7%	20%	24%	23%	26%	24%	5%
Advice/workshops/tools about research positions	7%	18%	29%	19%	26%	24%	6%
Advice/workshops/tools about research ethics in human subject research	18%	23%	30%	18%	11%	19%	18%
Advice/workshops/tools about research ethics in the use of animals	18%	27%	20%	19%	16%	25%	45%
Advice/tools on intellectual property issues	12%	22%	26%	17%	24%	27%	14%
Opportunities for internships, practicum, and experiential learning as part of the program	13%	15%	25%	16%	31%	20%	18%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	20%	24%	26%	17%	14%	10%	6%

Table A5: Figure 8A -- Satisfaction with Advisor and Thesis Master's Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Was knowledgeable about formal degree requirement	56%	38%	5%	2%
Served as my advocate when necessary	59%	35%	4%	2%
Gave me constructive feedback on my work	60%	33%	4%	3%
Returned my work promptly	53%	37%	8%	2%
Promoted my professional development	56%	35%	6%	3%
Overall, performed the role well	58%	36%	5%	2%
Was available for regular meetings	59%	31%	8%	2%
Was very helpful to me in preparing for written qualifying exams	56%	32%	7%	5%
Was very helpful to me in preparing for the oral qualifying exam	52%	38%	5%	5%
Was very helpful to me in selecting a dissertation topic	54%	35%	9%	2%
Was very helpful to me in writing a dissertation prospectus or proposal	50%	41%	5%	3%
Was very helpful to me in writing the dissertation	49%	39%	7%	5%
Was very helpful to me in selecting the dissertation committee	54%	38%	5%	4%
Encouraged discussions about current job market and various career prospects	38%	35%	19%	9%

Table A6: Figure 8B -- Satisfaction with Advisor and Thesis Doctoral Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Encouraged discussions about current job market and various career prospects	38%	35%	19%	9%
Was very helpful to me in preparing for written qualifying exams	56%	32%	7%	5%
Was very helpful to me in writing the dissertation	49%	39%	7%	5%
Was very helpful to me in selecting a dissertation topic	54%	35%	9%	2%
Returned my work promptly	53%	37%	8%	2%
Was available for regular meetings	59%	31%	8%	2%
Was very helpful to me in preparing for the oral qualifying exam	52%	38%	5%	5%
Promoted my professional development	56%	35%	6%	3%
Was very helpful to me in selecting the dissertation committee	54%	38%	5%	4%
Was very helpful to me in writing a dissertation prospectus or proposal	50%	41%	5%	3%
Gave me constructive feedback on my work	60%	33%	4%	3%
Overall, performed the role well	58%	36%	5%	2%
Was knowledgeable about formal degree requirement	56%	38%	5%	2%
Served as my advocate when necessary	59%	35%	4%	2%

Table A7: From Figure 14 -- University Resources and Student Life Master's Respondents at Carleton					
	Excellent	Very good	Good	Fair	Poor
Library facilities	41%	35%	19%	3%	2%
Graduate student office space	27%	28%	22%	12%	11%
Research laboratories	28%	27%	26%	13%	6%
Health care services	20%	24%	31%	15%	10%
Child care services	36%	22%	20%	9%	13%
Financial aid office	15%	23%	32%	16%	13%
Career services	20%	25%	29%	16%	10%
Student counseling & resource centre	25%	27%	26%	16%	5%
Athletic facilities	25%	31%	29%	11%	4%
Services to international students	26%	26%	25%	12%	10%
Services to students studying abroad	31%	22%	26%	11%	9%
Housing assistance	21%	21%	22%	14%	22%
Ombudsperson's office	24%	26%	27%	12%	11%
Public/Campus transportation service	17%	23%	26%	20%	15%
Food services	13%	21%	34%	23%	9%
University bookstore	14%	23%	38%	20%	6%
Student government office	19%	23%	32%	16%	10%
Registrarial processes	15%	26%	34%	18%	6%
Information technology services	17%	31%	37%	12%	3%
Disability/Access services office	32%	30%	22%	10%	6%
Indigenous Student Center	29%	27%	28%	11%	5%

Table A8: From Figure 15 -- University Resources and Student Life Doctoral Respondents at Carleton					
	Excellent	Very good	Good	Fair	Poor
Library facilities	40%	38%	16%	5%	1%
Graduate student office space	19%	22%	25%	17%	17%
Research laboratories	22%	29%	17%	20%	12%
Health care services	14%	25%	30%	18%	13%
Child care services	16%	12%	14%	14%	45%
Financial aid office	12%	22%	28%	19%	19%
Career services	10%	18%	31%	23%	19%
Student counseling & resource centre	17%	26%	25%	21%	11%
Athletic facilities	20%	37%	30%	9%	4%
Services to international students	16%	29%	21%	13%	20%
Services to students studying abroad	18%	25%	27%	16%	14%
Housing assistance	11%	19%	13%	16%	41%
Ombudsperson's office	13%	13%	29%	15%	29%
Public/Campus transportation service	16%	22%	32%	18%	12%
Food services	9%	21%	32%	25%	13%
University bookstore	10%	22%	38%	23%	7%
Student government office	13%	25%	34%	19%	10%
Registrarial processes	17%	28%	33%	16%	6%
Information technology services	18%	29%	34%	14%	5%
Disability/Access services office	32%	28%	19%	12%	9%
Indigenous Student Center	35%	25%	20%	13%	8%