



Office of Institutional
Research and Planning
CARLETON UNIVERSITY

Summary of Results from the 2016 Canadian Graduate and Professional Student Survey (CGPSS)

OCTOBER 2016

carleton.ca/oirp

Executive Summary

2016 was the fourth time that Carleton University conducted CGPSS and yielded the highest response rate of any administration of the survey at 45%. Overall there are a number of areas of significant improvement from 2013 as well as a number of areas where Carleton is significantly better than the average of our Ontario counterparts.

In response to the overall satisfaction questions there were a number of significant improvements, particularly for Master's students. Respondents rated their 'overall student life experience' higher than in 2013 and Master's students reported higher satisfaction than the rest of Ontario. Master's students were also much more likely to recommend Carleton and their program than in 2013. For more detail see pages 5 – 10.

Pages 11 – 13 outline the satisfaction with programs, quality of instruction, and coursework. A number of items for both Master's and Doctoral respondents in this area improved since 2013, as well several items were above the average results for the rest of Ontario.

Information on obstacles to academic progress can be found on page 14 while information on the professional skills development provided by the university can be found on pages 15 – 19. A number of items on the professional skills development improved since 2013 for Master's students in research-based programs.

Respondents reported mostly similar levels of satisfaction with their research experience as compared to Ontario and Carleton's 2013 results (see page 20). Respondents' involvement in presentations and publications is outlined on page 21.

Both Master's and Doctoral respondents reported higher satisfaction with their advisors on all items as compared to 2013. For more information please see pages 22 to 25.

Information on financial support including both graduate and undergraduate debt levels are shown on pages 25 to 30.

When asked about university resources available to graduate students (pages 30 – 34), nearly all items improved for Master's respondents while just under half improved for Doctoral respondents.

Overall satisfaction results improved over time predominantly due to the increase in those rating their experiences as 'Excellent' (see charts in the conclusion, pages 36-37).

Introduction

In January 2016, Carleton participated in the Canadian Graduate and Professional Student Survey (CGPSS) for the fourth time. The CGPSS had previously been done in 2007, 2010, and most recently 2013. 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 2016 CGPSS, allowing for meaningful comparisons. This report's focus will be to summarize Carleton's 2016 results and compare them to the rest of Ontario, as well as to Carleton's previous results.

At Carleton, all graduate level students were e-mailed an invitation to participate in this on-line survey. Of the 3,493 students who were invited 1,577 responded, resulting in a response rate of 45.1% percent.

The analysis that follows will present results separately for Master's and Doctoral respondents. **Any differences between 2013 and 2016 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.

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.

2016 Respondent Profile

While the overall survey response rate at Carleton was 45.1 percent, the response rate was higher for Doctoral students than it was for Master's students:

- 2,439 Master's students, of whom 1,073 responded (a response rate of 44.0%)
- 1,054 Doctoral students, of whom 504 responded (a response rate of 47.8%)

The response rate for the 2016 survey was higher than previous year's surveys (response rate was 37.1% in 2013).

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

Table 1: Respondents by Faculty and Degree				
Master's	2016			2013
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	418	196	47%	44%
Public Affairs	859	362	42%	33%
Sprott School of Business	94	48	51%	27%
Science	319	151	47%	39%
Engineering and Design	749	316	42%	33%
Total	2439	1073	44%	36%
Doctoral	2016			2013
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	302	153	51%	48%
Public Affairs	233	111	48%	39%
Sprott School of Business	44	21	48%	46%
Science	198	96	48%	39%
Engineering and Design	277	123	44%	34%
Total	1054	504	48%	41%

Half of the Master's level respondents indicated that their program was research-based, and the other half that 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**). In addition, when asked if they expected to graduate by the end of the current academic year, 39 percent of Master’s students answered that they were expecting to graduate (up from 24% in 2013). Nineteen percent of Doctoral respondents answered that they were expecting to graduate.

Figure 1: Status of Program by Degree

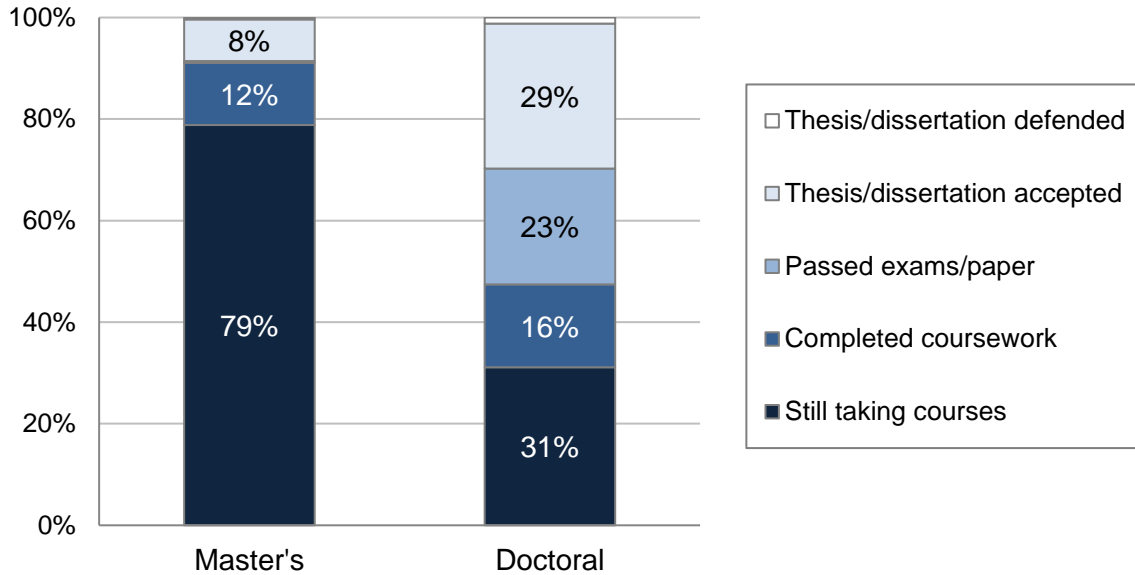


Table 2 summarizes respondents’ self-reported demographic characteristics, by degree. Also included is the demographic profile of graduate students at Carleton. The respondent demographic profile is fairly similar to the profile of enrolled students where the comparison is possible.

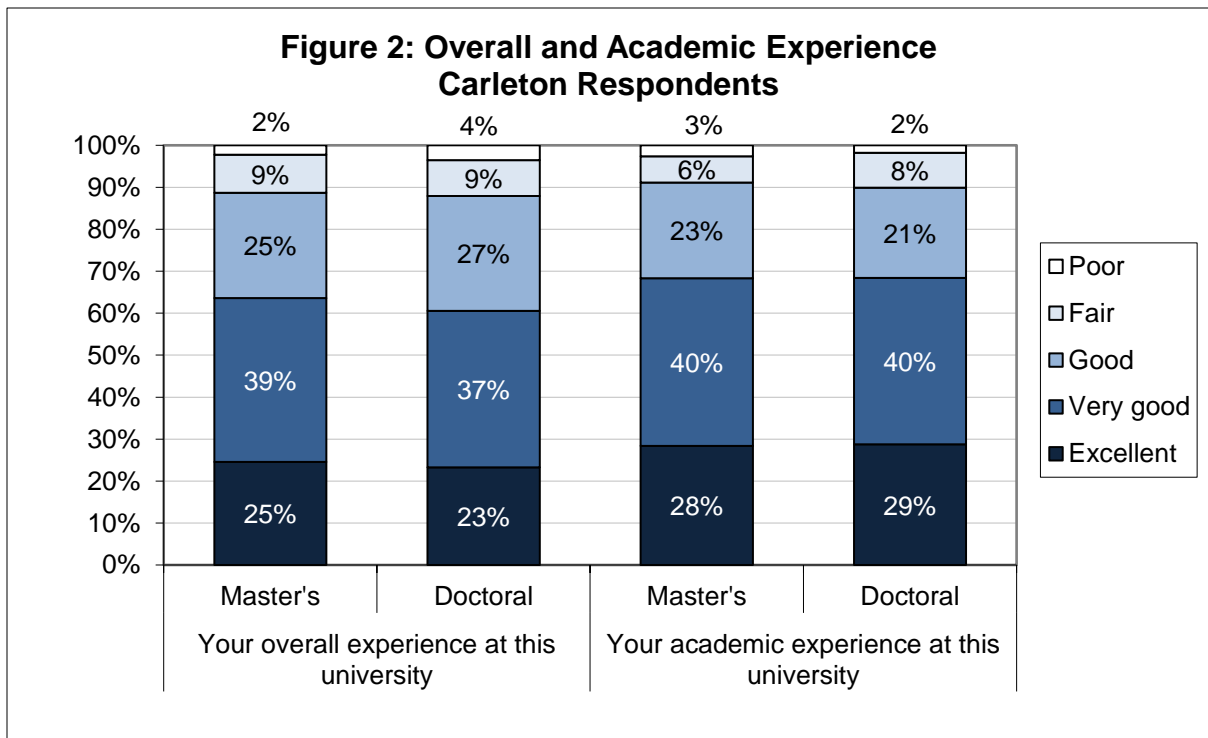
	Master’s		Doctoral	
	% of Respondents	% of Students	% of Respondents	% of Students
Female	54%	50%	49%	46%
Canadian citizen	73%	70%	69%	66%
Canadian permanent resident	5%	7%	10%	17%
Aboriginal	5%	n/a*	4%	n/a*
Visible minority	44%	n/a*	38%	n/a*

* Aboriginal status and Visible Minority status are not captured at registration.

General Assessment and Satisfaction

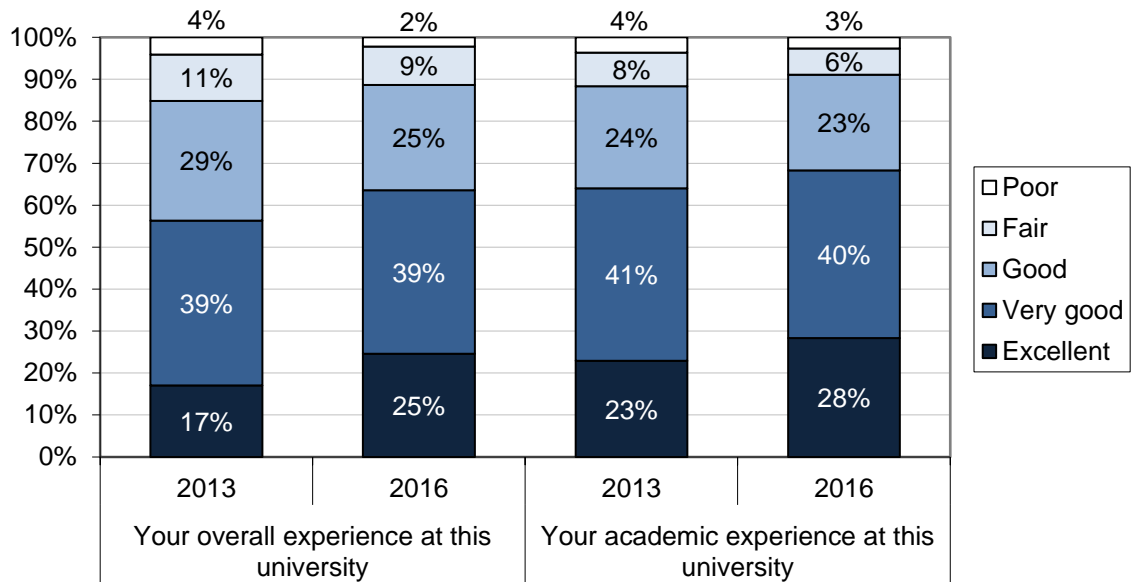
This section will summarize Carleton’s results from a number of CGPSS items which ask about satisfaction with overall academic and non-academic student experiences. As mentioned earlier, differences between Carleton and the rest of the Ontario universities will be noted when statistically significant,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

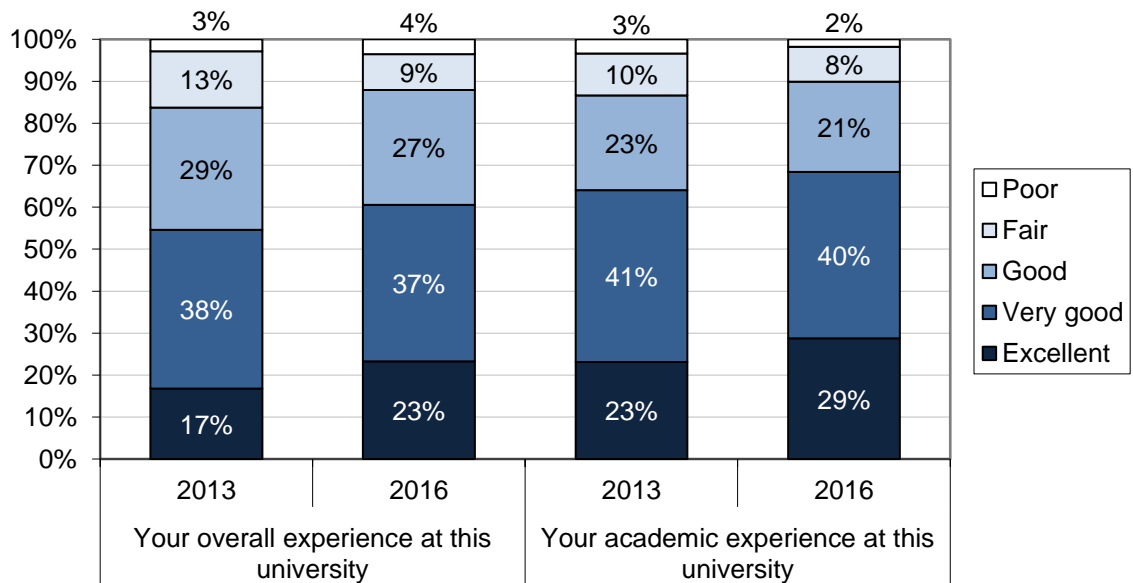


Carleton’s results have improved since the last CGPSS survey in 2013 for these items (as shown in **Figures 2A and 2B** with Carleton respondents more likely to select “excellent”, although the improvement is not statistically significant for Doctoral students. When compared to their provincial counterparts, Carleton students gave similar ratings for both items.

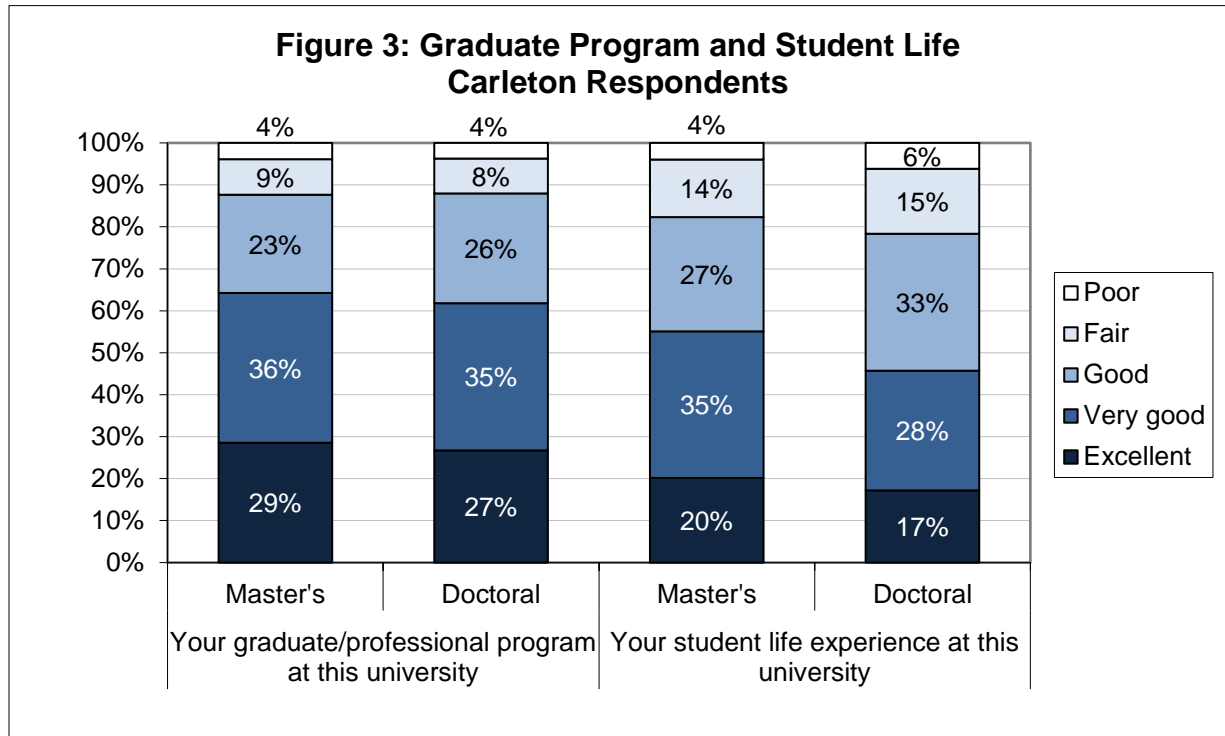
**Figure 2A: Overall and Academic Experience
Master's Respondents over Time**



**Figure 2B: Overall and Academic Experience
Doctoral Respondents over Time**

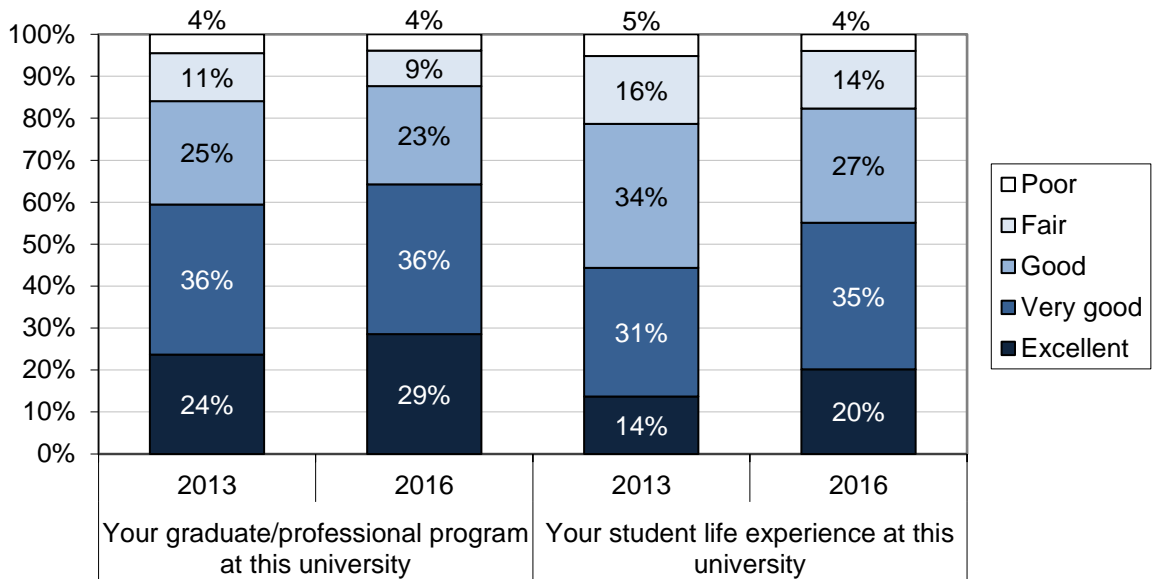


The results for the two remaining general assessment questions are shown in **Figure 3**: How would you rate the quality of “your graduate/professional program at this university?” and “your student life experiences at this university?”



Here again, there is a trend towards improvement when comparing the 2013 results to those from 2016, although the results are only statistically significant for Master’s students’ ratings of their student life. As well Carleton Master’s respondents rated their student life experience higher than the rest of Ontario, on average.

**Figure 3A: Graduate Program and Student Life
Master's Respondents over Time**



**Figure 3B: Graduate Program and Student Life
Doctoral Respondents over Time**

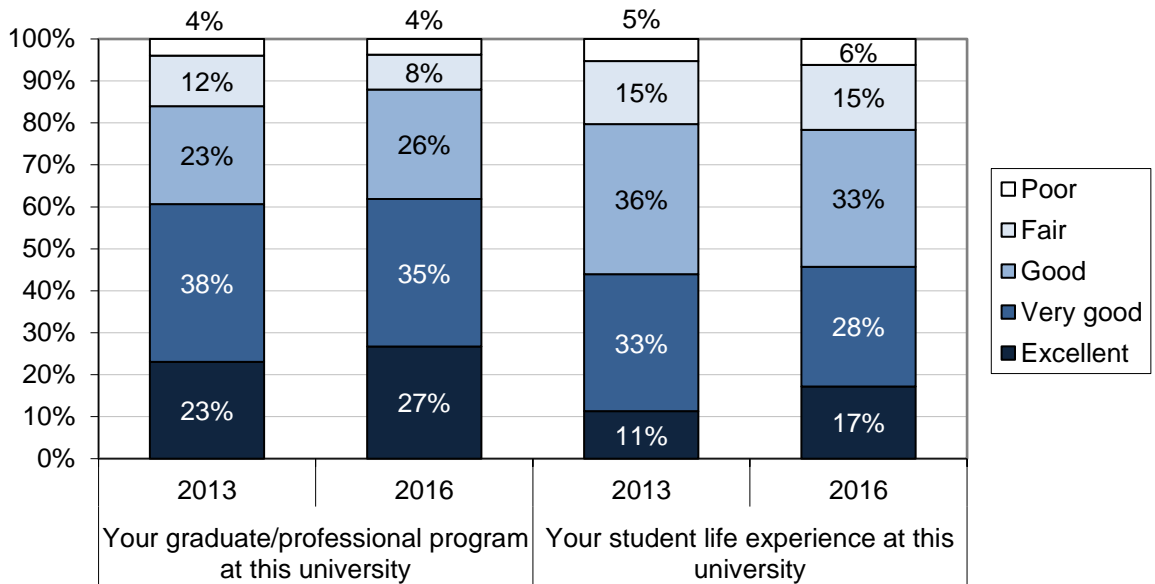


Table 3A shows the results of a series of general satisfaction questions. While the respondents answered the question on a five point scale, in order to simplify the table, “definitely” and “probably” were added together, as were “definitely not” and “probably not”.

Table 3A: General Satisfaction, by Degree Carleton’s Respondents						
	% 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 able to start your graduate career again, would you select the same university?	70%	20%	10%	64%	22%	14%
If you were able to start your graduate career again, would you select the same field of study?	78%	14%	9%	84%	10%	6%
Would you recommend this university to someone considering your program?	79%	15%	7%	70%	19%	11%
Would you recommend this university to someone in another field?	59%	32%	9%	50%	39%	11%
If you were to start your grad career again, would you select the same faculty supervisor?*	81%	11%	8%	82%	10%	8%

*For those respondents with a research advisor only

Master’s respondents were more likely to say that they would recommend their university to someone considering their program and to someone in another field, compared with their Doctoral counterparts.

There were a number of differences between Carleton student’s respondents between 2013 and 2016, particularly for Master’s respondents. **Table 3B** shows the proportion of “definitely” or “probably” responses when there was a difference.

Table 3B: General Satisfaction, by Degree Carleton 2016 compared to 2013				
	% Definitely or Probably			
	Master's		Doctoral	
	2016	2013	2016	2013
If you were able to start your graduate career again, would you select the same university?	70%	67%	similar	
If you were able to start your graduate career again, would you select the same field of study?	similar		similar	
Would you recommend this university to someone considering your program?	79%	73%	similar	
Would you recommend this university to someone in another field?	59%	53%	similar	
If you were to start your graduate career again, would you select the same faculty supervisor?*	81%	76%	82%	77%

*For those respondents with a research advisor only

There were few statistically significant differences when comparing results from Carleton's respondents with the average for the rest of the provincial students. **Table 3C** shows the proportion of "definitely" or "probably" responses when there was shown to be a difference. In 2013 where there were differences between Carleton and Ontario on these questions, Carleton scored lower. However in the 2016 survey Carleton was similar or better as compared to Ontario on each item.

Table 3C: General Satisfaction, by Degree Carleton compared to Ontario (excluding Carleton)				
	% Definitely or Probably			
	Master's		Doctoral	
	Carleton	Ontario	Carleton	Ontario
If you were able to start your graduate career again, would you select the same university?	similar		similar	
If you were able to start your graduate 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?	similar		similar	
If you were to start your graduate career again, would you select the same faculty supervisor?*	similar		82%	77%

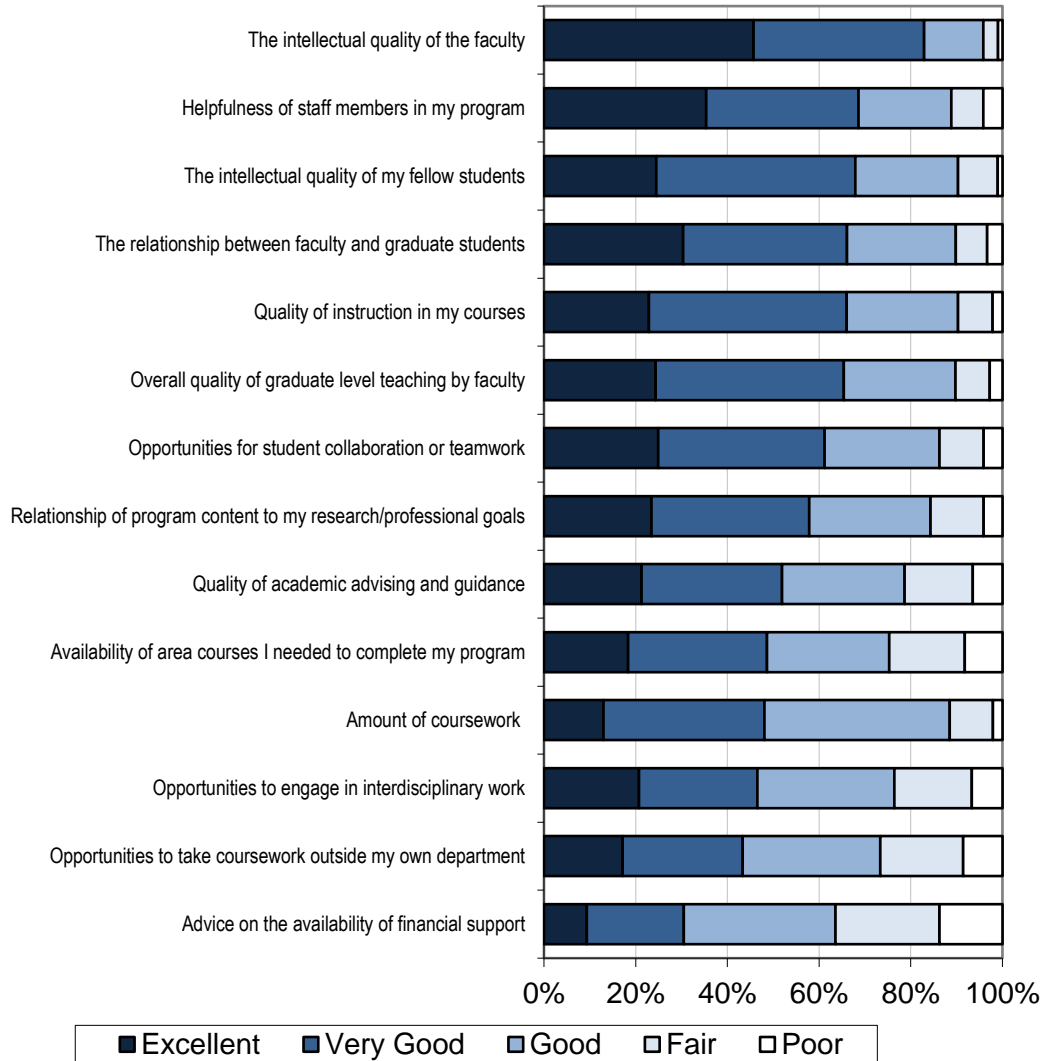
*For those respondents with a research advisor only

Satisfaction with Program, Quality of Interactions, and Coursework

In addition to the general assessment and satisfaction questions, the CGPSS also included 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**.

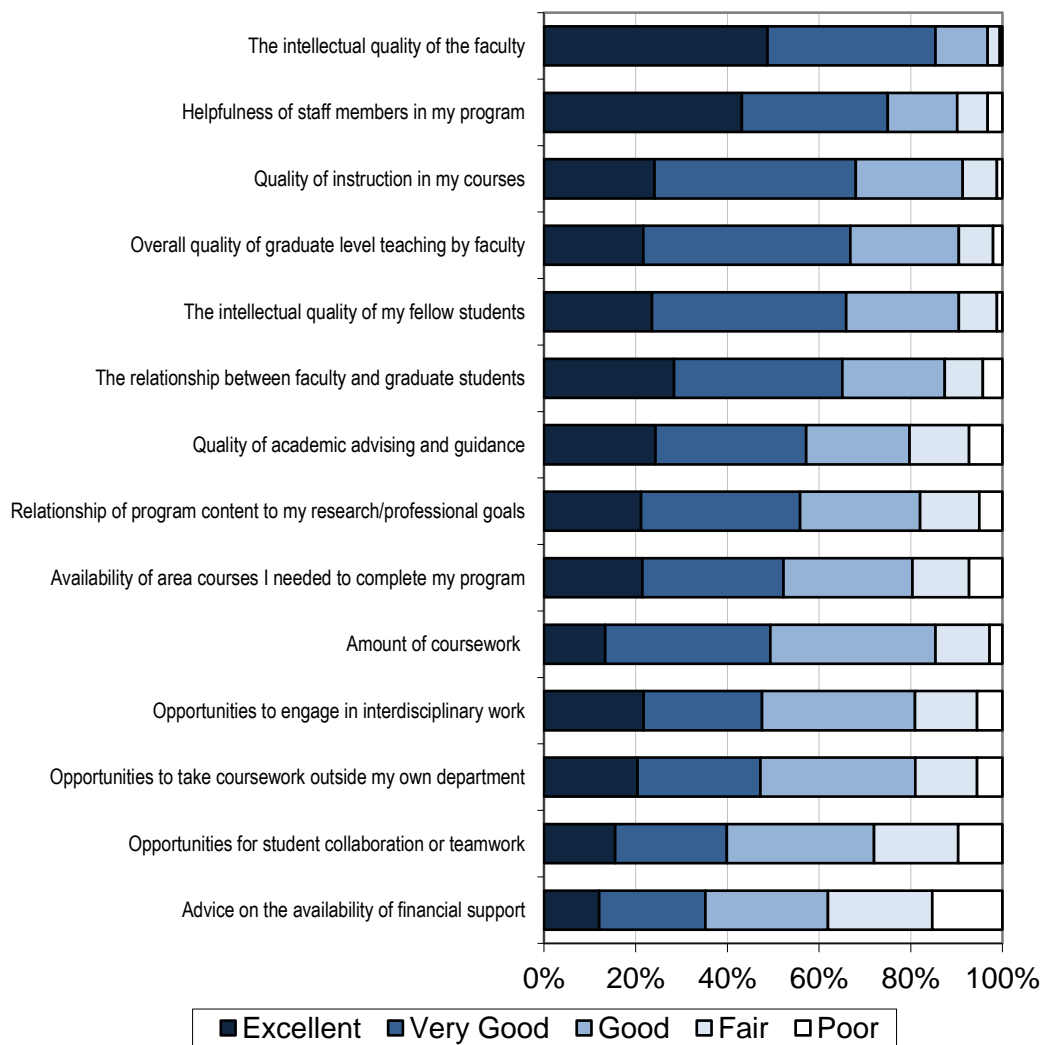
**Figure 4: Satisfaction with Program, Quality of Interactions, Coursework
Master's Respondents at Carleton**



Three items from the above charts were statistically significantly higher for Master’s respondents in 2016 as compared to 2013 while no items decreased during this time. These items include:

- “Quality of academic advising and guidance” (respondents who reported either “excellent” or “very good” increased from 45% to 52%)
- “Availability of area courses I needed to complete my program” (“excellent” or “very good” increased from 43% to 49%)
- “Opportunities for student collaboration or teamwork” (“excellent” or “very good” increased from 49% to 61%)

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



Four items for Doctoral respondents were statistically significantly higher in 2016 as compared to 2013:

- “Availability of area courses I needed to complete my program” (“excellent” or “very good” increased from 47% to 52%)
- “Opportunities to take coursework outside my own department” (“excellent” or “very good” increased from 42% to 47%)
- “Opportunities to engage in interdisciplinary work” (“excellent” or “very good” increased from 39% to 48%)
- “Quality of instruction in my courses” (“excellent” or “very good” increased from 59% to 68%)

Some differences in satisfaction levels were noted 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. In all instances, where a difference between Carleton and Ontario exists, Carleton results are more positive.

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		
Opportunities to take coursework outside my own department	43%	36%
Opportunities to engage in interdisciplinary work	47%	42%
Quality of academic advising and guidance	52%	45%
Quality of instruction in my courses	66%	60%
The relationship between faculty and graduate students	66%	64%
Helpfulness of staff members in my program	69%	64%
Doctoral Respondents		
Availability of area courses I needed to complete my program	52%	44%
Opportunities to take coursework outside my own department	47%	42%
Opportunities to engage in interdisciplinary work	48%	41%
Quality of academic advising and guidance	57%	48%
Quality of instruction in my courses	68%	57%
Overall quality of graduate level teaching by faculty	67%	58%
The relationship between faculty and graduate students	65%	56%
Helpfulness of staff members in my program	75%	67%

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 work/financial commitments.

Table 5: Obstacles to Academic Progress						
% of Carleton Respondents						
	Master’s			Doctoral		
	Not an obstacle	A minor obstacle	A major obstacle	Not an obstacle	A minor obstacle	A major obstacle
Work/financial commitments	23%	44%	33%	26%	37%	37%
Family obligations	58%	32%	10%	44%	39%	17%
Availability of faculty	69%	27%	4%	65%	27%	8%
Program structure or requirements	48%	41%	11%	56%	34%	9%
Course scheduling	51%	39%	10%	70%	26%	4%
Immigration laws or regulations	89%	8%	3%	82%	10%	8%

There were two statistically significant differences between 2013 and 2016 results with 2016 Master’s respondents more likely to report “work/financial commitments” as an obstacle (77% reported it as an obstacle compared to 73% in 2013) and less likely to report “Availability of faculty” as an obstacle (31% reported it as an obstacle compared to 38% in 2013). Doctoral respondents reported similar results between 2013 and 2016.

Compared to the rest of the province, there were some statistically significant differences for Master’s respondents. Carleton’s Master’s respondents were more likely to report “work/financial commitments” as an obstacle to academic progress in comparison to their provincial counterparts: 77% percent of Carleton’s Master’s respondents reported it as an obstacle compared to 73 percent for the rest of Ontario Master’s respondents. Also, they were less likely to report “family obligations” (42% of Carleton and 49% of Ontario Master’s respondents reported it as an obstacle) and “availability of faculty” (31% of Carleton and 35% of Ontario Master’s respondents reported it as an obstacle) as obstacles to academic progress compared to the rest of Ontario.

There were no statistically significant differences between Carleton’s Doctoral respondents, and 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. In 2016, students in research-based programs and course-based programs were assigned with different questions. More detailed results (including proportions) can be found in Appendix A.

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

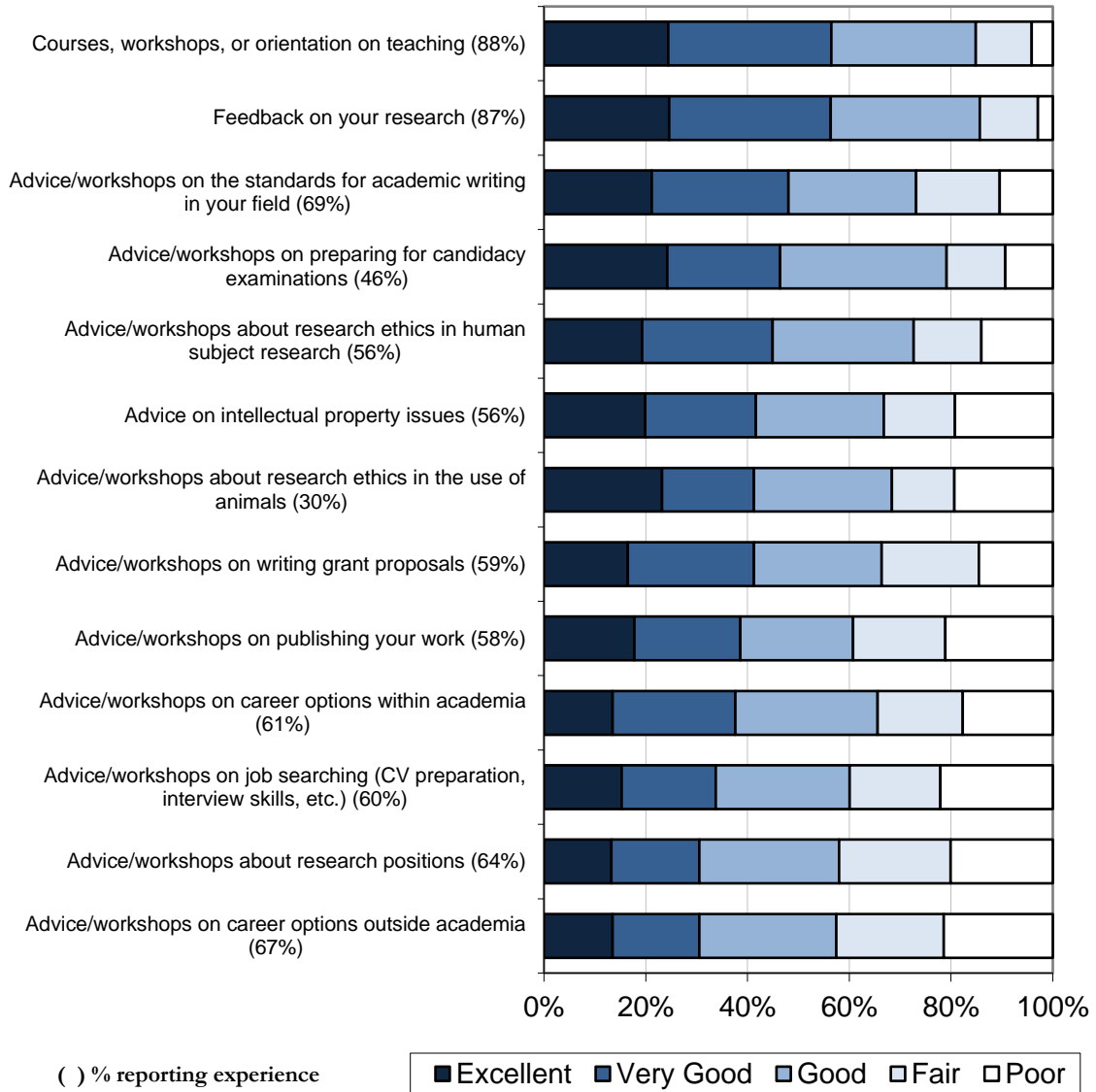
Of these items, a number improved between 2013 and 2016. For Master's students in course-based programs two items improved including "Opportunities for internships, practicum, and experiential learning as part of the program" (Respondents selecting "Excellent" or "Very Good" increased from 32% to 49%) and "Opportunities for contact (lectures, seminars, discussion) with practicing professionals" ("Excellent" or "Very Good" increased from 34% to 53%).

For Master's students in research-based programs, five of the thirteen items statistically significantly improved including:

- Courses, workshops, or orientation on teaching ("excellent" or "very good" increased from 43% to 56%)
- Advice/workshops on preparing for candidacy examinations ("excellent" or "very good" increased from 30% to 46%)
- Feedback on your research ("excellent" or "very good" increased from 48% to 56%)
- Advice/workshops on the standards for academic writing in your field ("excellent" or "very good" increased from 31% to 48%)
- Advice/workshops on writing grant proposal ("excellent" or "very good" increased from 27% to 41%)

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**

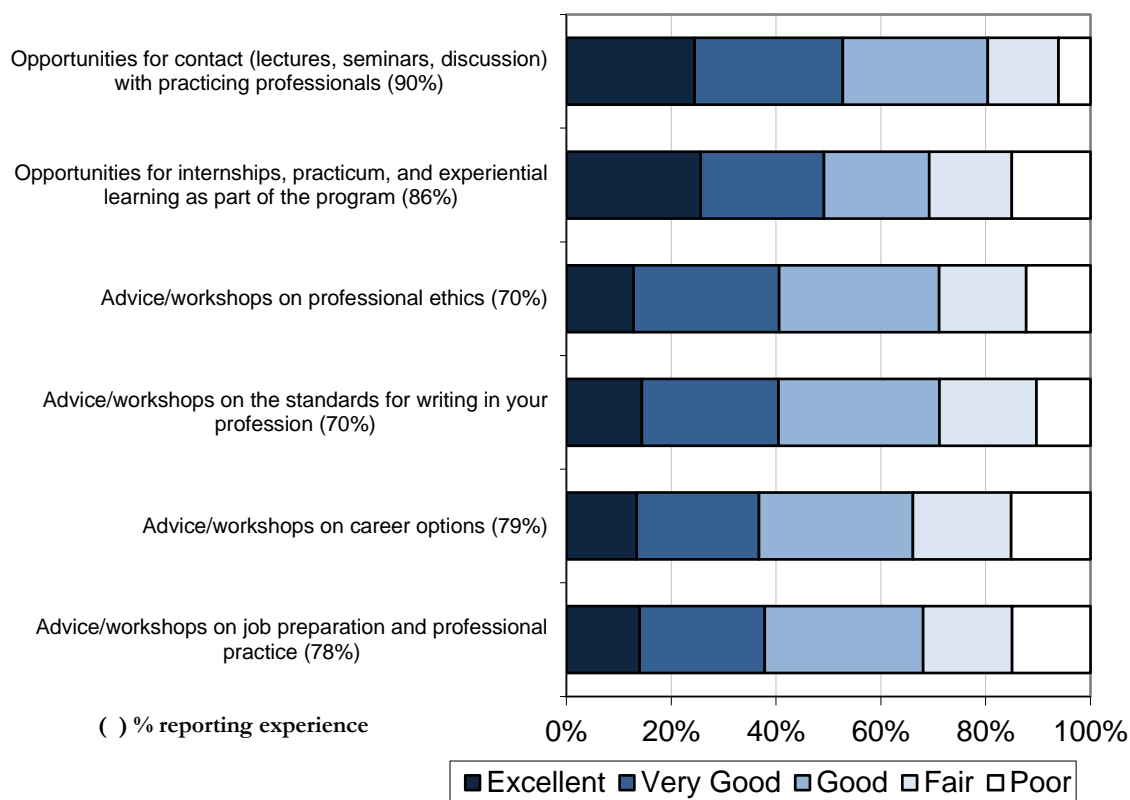
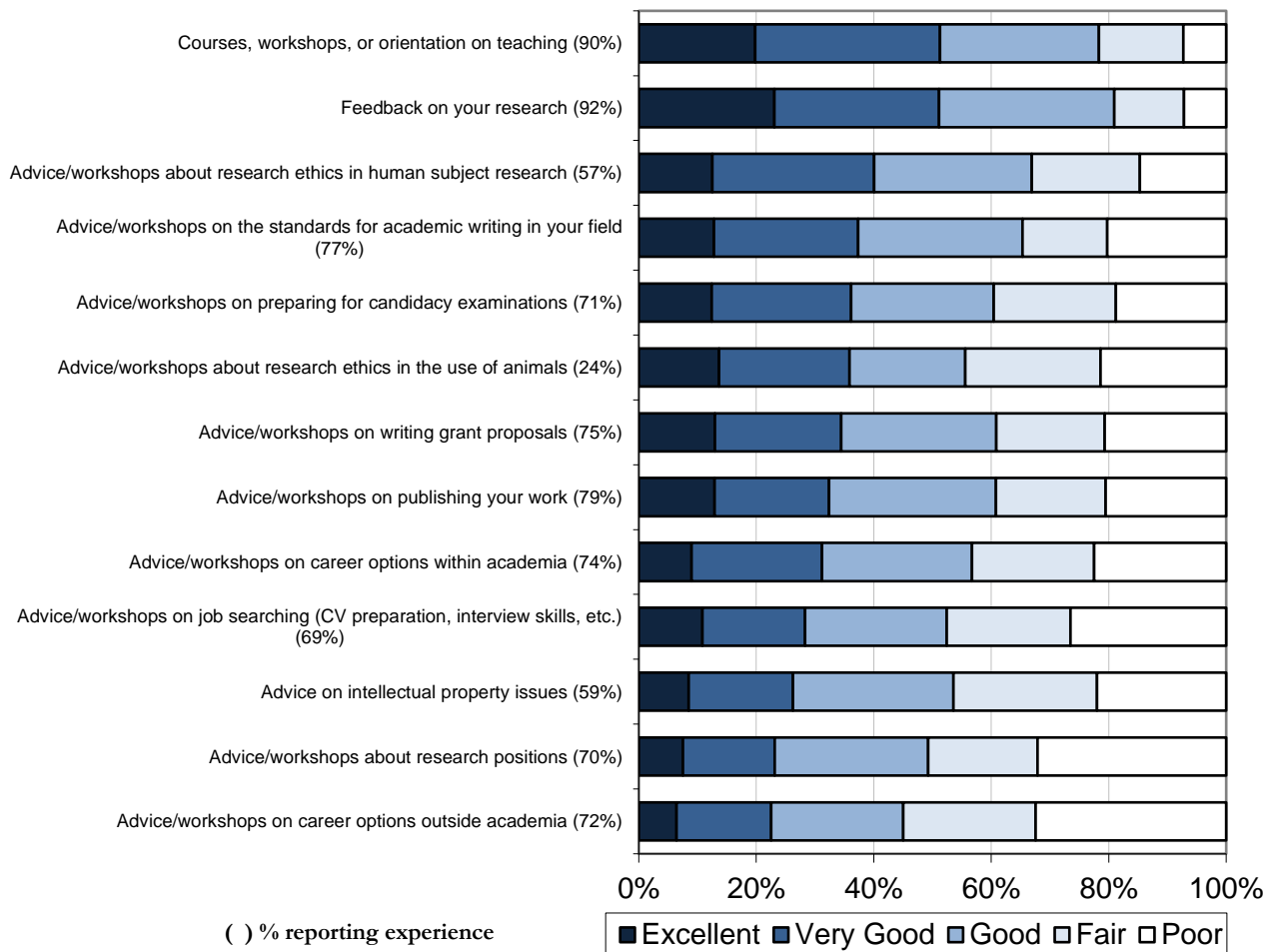


Table 6 shows the distribution of selected ratings for the items that were deemed to be statistically significantly different for Master’s respondents at Carleton. For Master’s respondents in research-based programs, where differences were found, items were rated higher at Carleton. More specifically, the table includes the proportion of Carleton respondents who reported either “excellent” or “very good” in comparison to the overall provincial average (excluding Carleton). For Master’s respondents in course-based programs, one item was statistically significantly lower compared the rest of Ontario, on average: “advice/workshops on professional ethics”.

Table 6: Differences in Ratings of Professional Skill Development Master's Respondents				
() % reporting experience	% Excellent or Very Good		% Poor	
	Carleton	Rest of Ontario Consortium	Carleton	Rest of Ontario Consortium
Research-based programs:				
Courses, workshops, or orientation on teaching (88%)	56%	51%	4%	5%
Feedback on your research (87%)	56%	52%	3%	6%
Advice/workshops on the standards for academic writing in your field (69%)	48%	42%	10%	11%
Course-based programs:				
Advice/workshops on professional ethics (70%)	41%	45%	12%	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**



No differences were found between Carleton Doctoral respondents and those from the rest of Ontario, and no items were statistically significantly different between 2013 and 2016.

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 7** below.

Table 7: Research Experience Carleton, by Degree					
	Excellent	Very Good	Good	Fair	Poor
Master's Respondents					
Conducting independent research since starting your graduate program	20%	31%	29%	12%	8%
Training in research methods before beginning your own research	18%	24%	27%	16%	14%
Faculty guidance in formulating a research topic	22%	27%	27%	14%	9%
Research collaboration with one or more faculty members*	31%	27%	21%	10%	10%
Collaboration with faculty in writing a grant proposal*	22%	21%	26%	18%	14%
Doctoral Respondents					
Conducted independent research since starting your graduate program	26%	28%	25%	11%	9%
Training in research methods before beginning your own research	17%	22%	23%	19%	18%
Faculty guidance in formulating a research topic	26%	26%	23%	15%	10%
Research collaboration with one or more faculty members*	25%	26%	23%	13%	14%
Collaboration with faculty in writing a grant proposal*	18%	23%	19%	18%	22%

*Research-based programs only

Only one item significantly improved between 2013 and 2016. Carleton's Master's respondents rated the item "Training in research methods before beginning your own research" higher in 2016 as compared to 2013 (42% "excellent" or "very good" in 2016 compared to 36%). In comparing Carleton to the rest of Ontario, only "Research Collaborations with one or more faculty members" was significantly different with Carleton respondents giving more positive results (58% "excellent" or "very good" for Carleton versus 52% for the rest of Ontario). There were no differences for Doctoral respondents.

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 8**. While most results at Carleton were similar to the provincial average, there were a few instances where the differences were statistically significant. For Master's students there were two items that Carleton students were more likely to report occurred in their departments (although similar levels of respondent involvement). Whereas Doctoral respondents at Carleton reported similar levels of all the presentation and publishing related activities within their departments, although they themselves were less likely to have been involved in three items. The differences are noted in Table 10 by way of shading and details on the Ontario result.

Table 8: 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	3x +	
All students					
Seminars/colloquia at which students present their research	75% (Ont 66%)	48%	92%	34%	37%
Departmental funding for students to attend national or regional meetings	47% (Ont 39%)	13%	69%	26%	16%
Attend national scholarly meetings	34%	11%	60%	22%	19%
For those respondents with a research advisor only					
Deliver any papers or present a poster at national scholarly meetings	55%	26%	73%	30% (O: 32%)	25% (O: 30%)
Co-authored in refereed journals with your program faculty	37%	12%	50%	22% (O: 25%)	9% (O: 13%)
Published as sole or first author in a refereed journal	31%	8%	51%	25% (O: 29%)	6% (O: 9%)

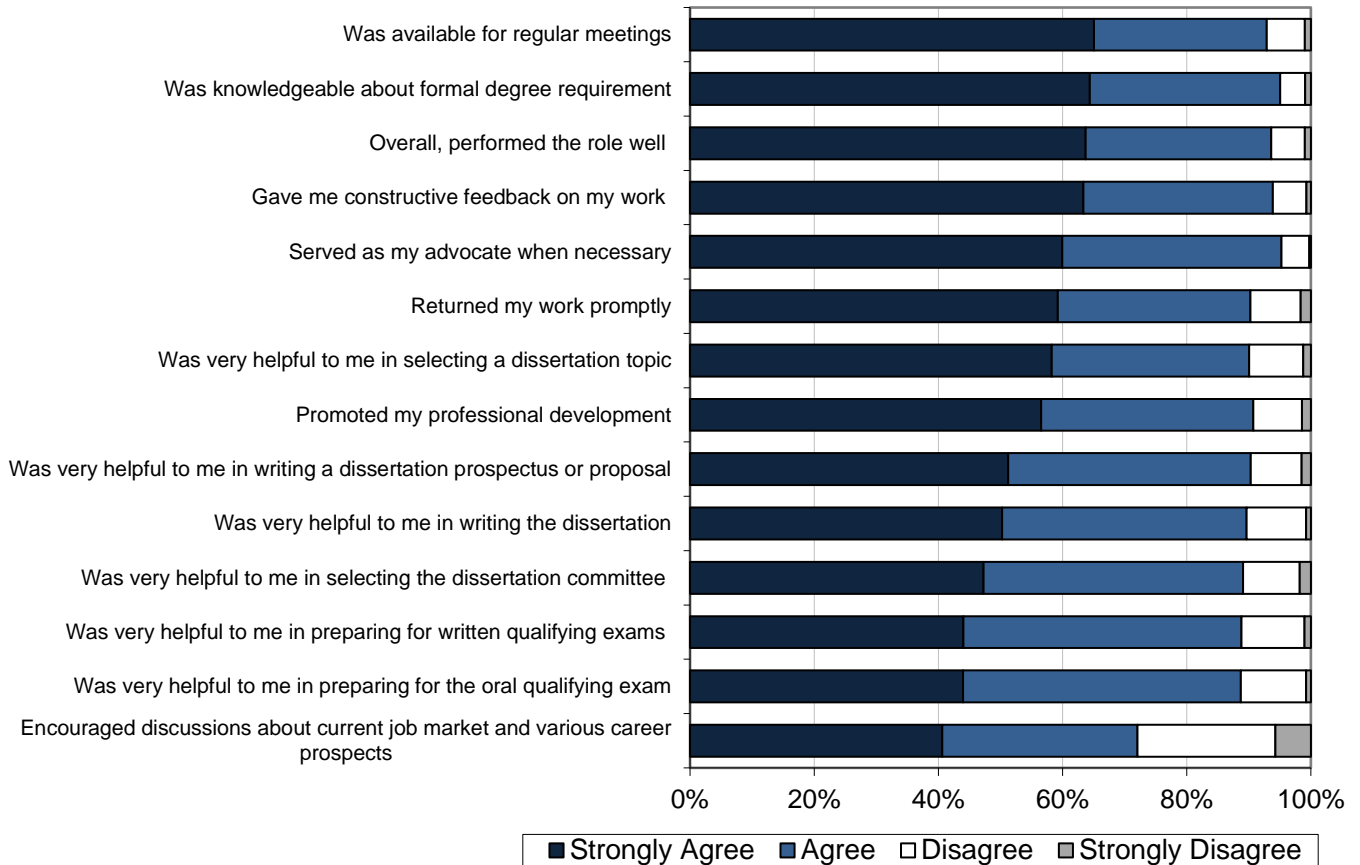
Shading represents statistically significantly different results from the provincial average. The number in the parenthesis is the result for Ontario, on average, excluding Carleton.

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**). A new item was added into this set of questions for 2016: My advisor encouraged discussions about current job market and various career prospects. It is the lowest rated item amongst Carleton respondents, however, not different from the Ontario average.

There was statistically significant improvement from 2013 to 2016 for almost all items in Figure 8A for Master’s respondents (exceptions were: the newly added item and ‘gave me constructive feedback’). There was only one statistically significant differences between Carleton’s respondents and those at other Ontario universities at the Master’s level: “Was knowledgeable about formal degree requirements” which were more likely to be rated as “strongly agree” by Carleton respondents.

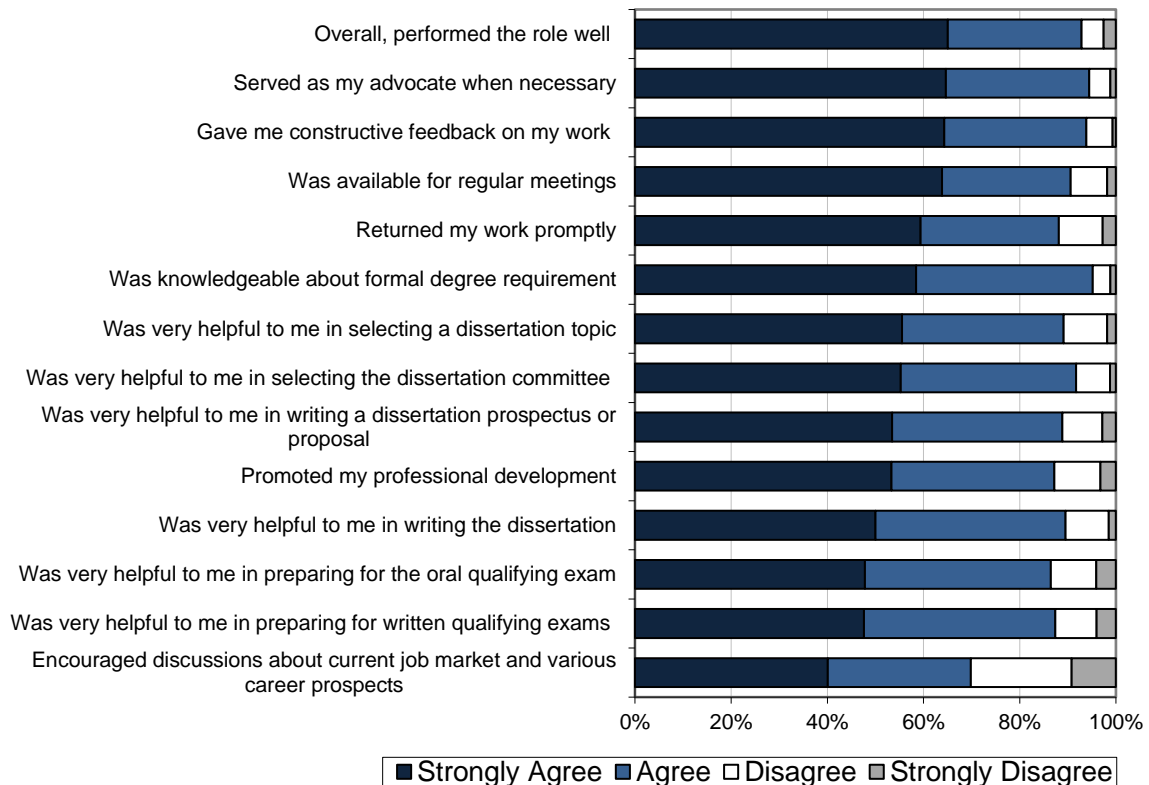
Figure 8A: Advisor: Master's Respondents



There was an increase in “strongly agree” from 2013 to 2016 for all items in Figure 8B amongst Doctoral respondents at Carleton (except for the new question). On average, the increase in strongly agree was 9% (ranging from 5% to 12%), although not all increases were statistically significant. Compared to the Ontario average, excluding Carleton, Carleton’s Doctoral respondents were statistically significantly more likely to say they “strongly agreed” with the following statements about their advisors:

- Returned my work promptly (59% Strongly Agree at Carleton, vs 53% Ont)
- Was knowledgeable about formal degree requirements (58% SA vs. 53% Ont)
- Overall, performed the role well (65% SA vs. 58% Ont)

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 9**).

	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	13%	46%	41%	25%	40%	35%
Your writing of the dissertation draft	27%	50%	23%	37%	42%	21%

Carleton's respondents reported similar meeting frequencies compared to their provincial counterparts. Doctoral respondents at Carleton reported less frequent meetings with their advisors about their Ongoing research and results in 2016 compared to 2013 (for example, 25% of Carleton Doctoral respondents reported meeting with their advisors less than once a month in 2016, compared to 13% in 2013).

A new set of questions was added to the 2016 CGPSS on the topic of advisory committees. Carleton respondents were less likely to report having an advisory committee compared to their provincial counterparts: 24% of Carleton Master's respondents (compared to 51% for the rest of Ontario, on average); and 46% of Doctoral respondents (compared to 71% 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 **Figure 10**). Carleton Master's respondents reported similarly to 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: 51% and 60% respectively).

	Master's	Doctoral
My advisory committee expects to receive from me a written progress report, at least once a year	45%	27%
I am expected to meet at least annually with my advisory committee	50%	35%
I have already interacted at least once with my advisory committee.	65%	73%

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

Ninety-two percent and 94 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.

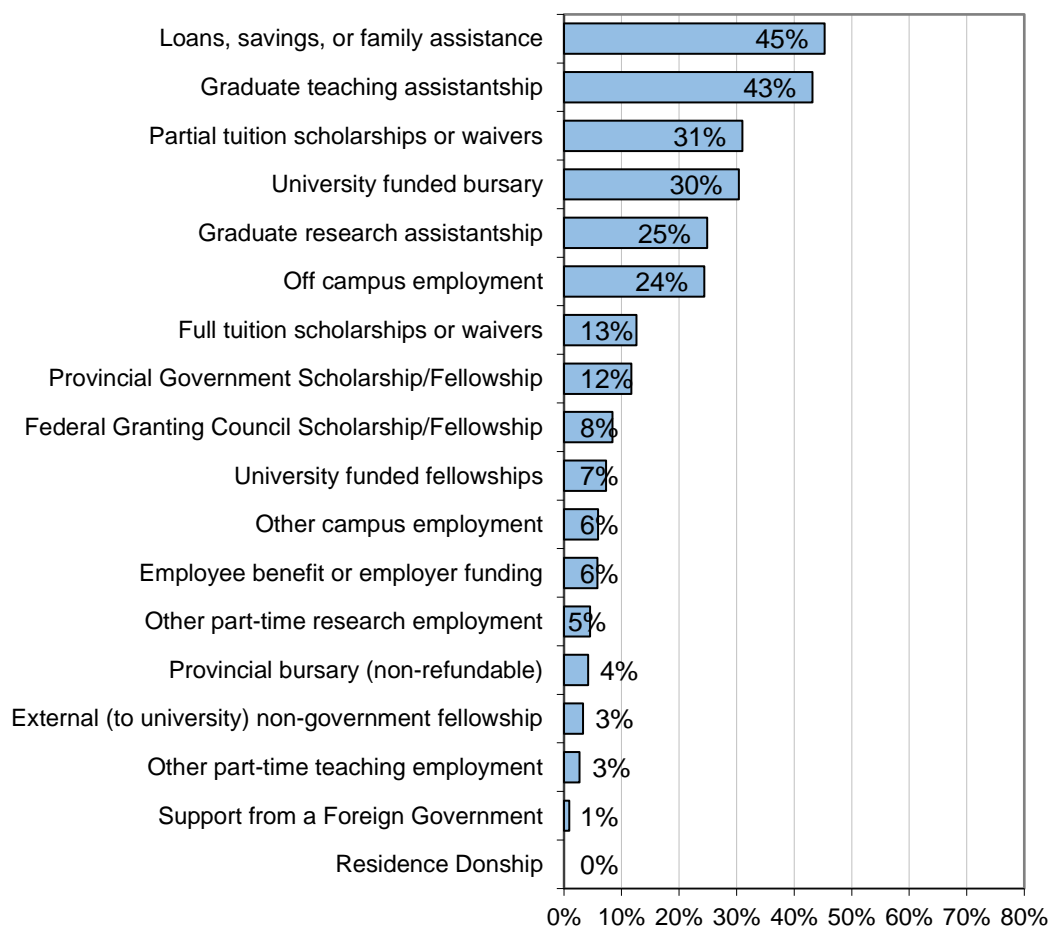
Financial Support

Respondents were asked to select from a list of all forms of support that they received while enrolled in their program. **Figure 9** shows the types of financial support that Master's respondents reported receiving at Carleton. Master's respondents rated similarly to 2013 with a few exceptions: more Master's respondents reported financial support from University funded bursaries, loans/savings/or family assistance, and other part-time teaching employment. As well less Master's respondents reported financial support from: University funded fellowships, and graduate teaching assistantships.

Compared to the rest of Ontario, Carleton's Master's respondents received more university funded bursaries, graduate research assistantship, graduate teaching assistantship, full tuition scholarships or waivers, partial tuition scholarships or waivers and were more likely to have off campus employment than their provincial counterparts. But they received less university funded fellowships, non-refundable provincial bursaries, and residence donships.

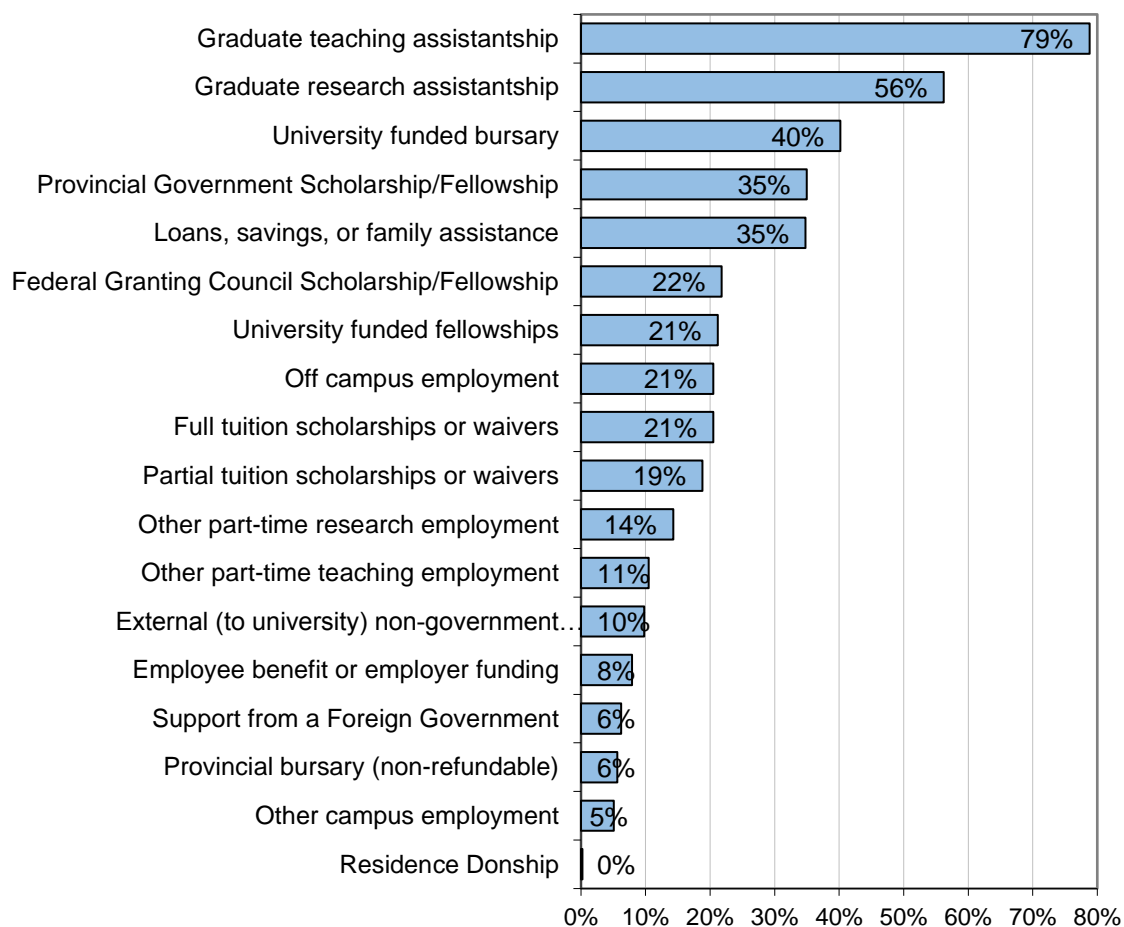
The largest category of "loans, savings, or family assistance" was similar for Carleton Master's respondents compared to Ontario average, excluding Carleton.

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



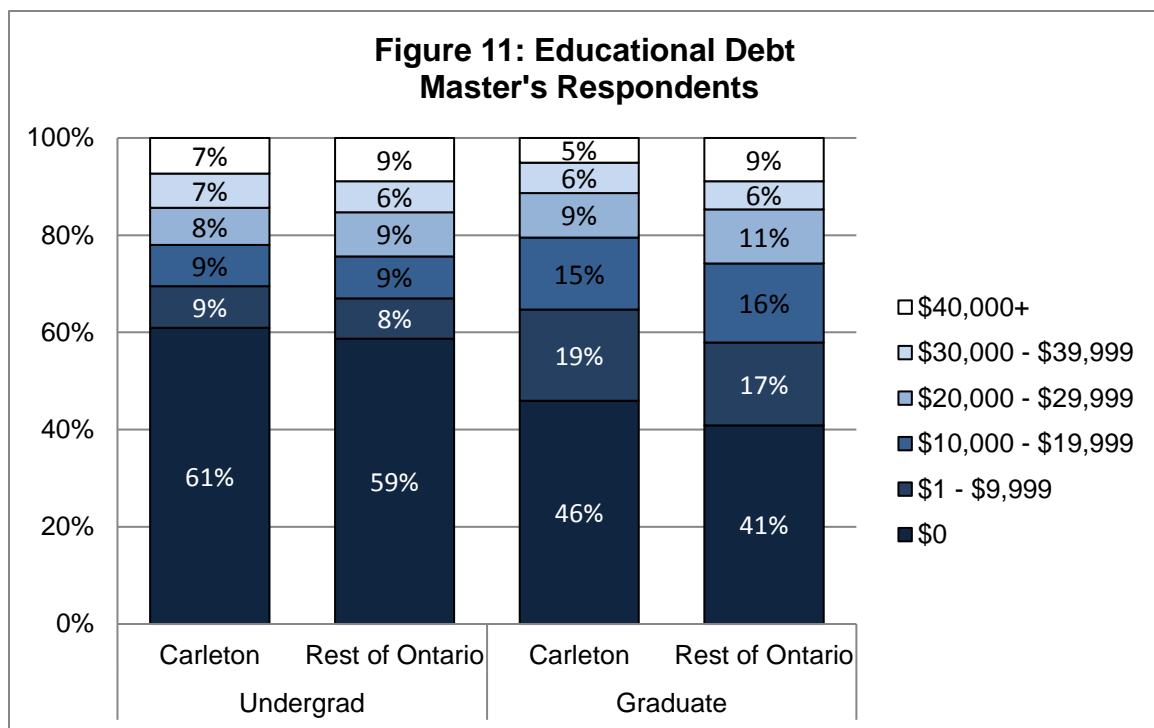
In comparison to those in Master's degree, Doctoral respondents at Carleton were more likely to receive funding from a wider variety of sources (as shown in **Figure 10**). Compared with 2013 Doctoral respondents, 2016 Doctoral respondents reported receiving more University funded bursaries (40% vs. 28% in 2013), and reported receiving less support from graduate teaching assistantships (79% vs. 85%), University funded fellowships (21% vs. 40%), and other campus employment (5% vs. 10%).

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

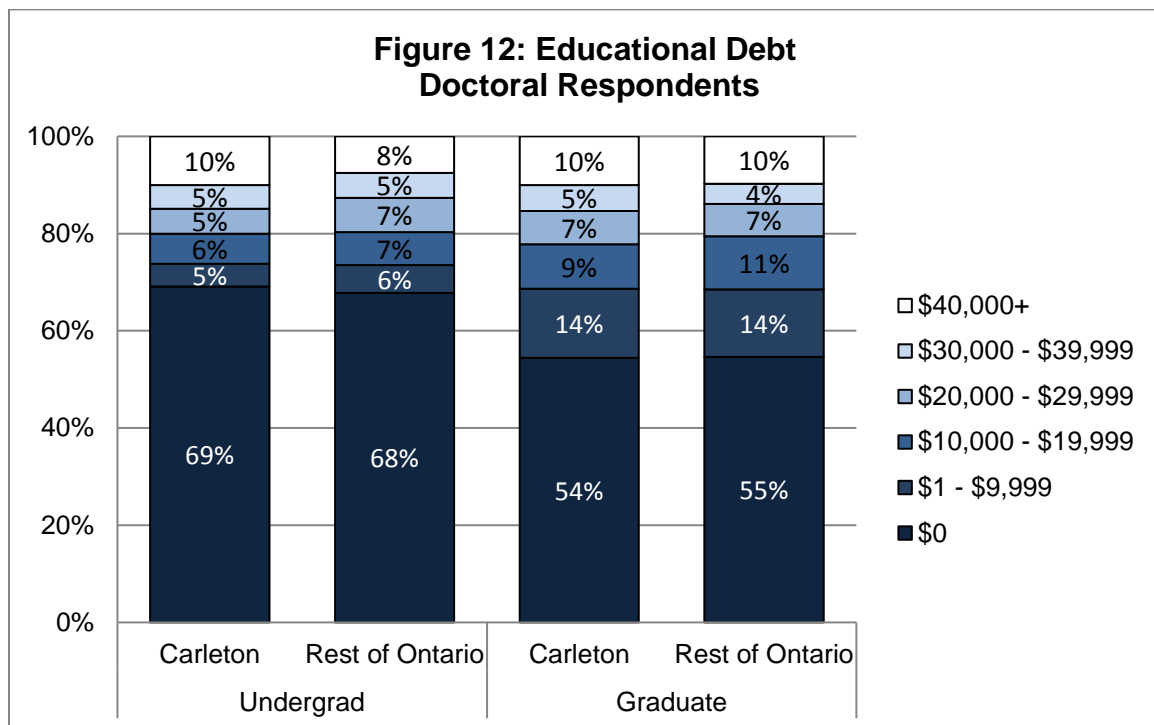


In comparison to the average for the rest of the Ontario respondents, Carleton Doctoral respondents reported having more funding from a number of sources: graduate teaching assistantship, graduate research assistantship, university funded bursary, off campus employment, partial tuition scholarships and waivers, other part-time research employment, employee benefit or employer funding, support from a foreign government, and provincial bursary. Conversely, Carleton Doctoral respondents reported having less funding from three sources: Federal granting council scholarship/fellowship, university funded fellowships, and full tuition scholarships or waivers.

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 39 percent reported having undergraduate debt and 54 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 report similar levels of undergraduate debts but less graduate debt than their provincial counterparts.



Thirty one percent of Carleton Doctoral respondents reported having undergraduate educational debt, and 46 percent expected to have graduate debt once they finished their program - a similar proportion to the rest of Ontario respondents. The breakdown of this debt is shown in **Figure 12**. The distribution across categories was similar between Carleton and the rest of Ontario.

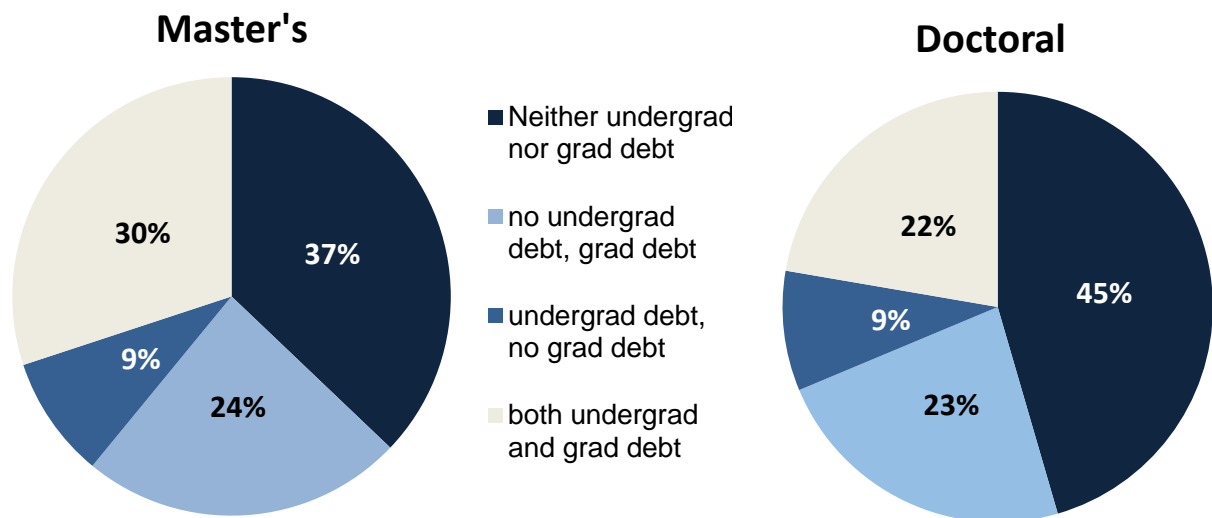


Comparisons between 2013 and 2016 debt shows that Master’s respondents had similar undergraduate debts, but were more likely to report expecting to have graduate debt in 2016 (50% vs 46%), and the amounts of debt somewhat higher (35% had \$10K or more, compared to 27% in 2013)³. Doctoral respondents had similar rates and distributions of both undergraduate and expected graduate debt over time.

³ Given the amounts of debt were presented as categories in the survey, it’s not possible to accurately control for inflation.

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 slightly more likely to have neither debt (37% vs. 34% of Ontario average), and less likely to have both undergraduate and graduate debt (30% vs. 34% Ontario). No statistically significant changes over time.

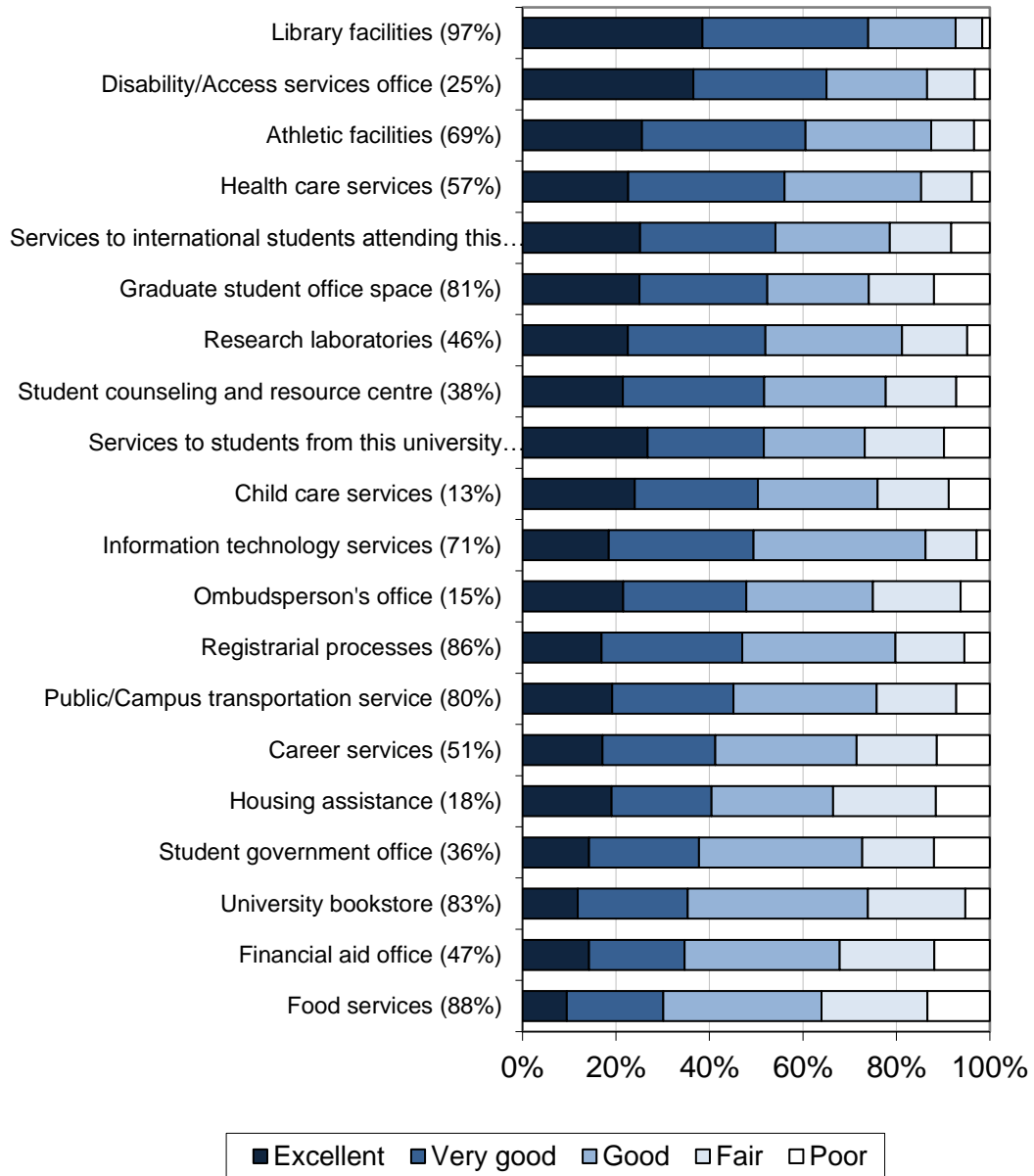
Figure 13: Carleton Respondents’ Combinations of Undergraduate and Graduate Debt



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** shows the results for Master’s 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**



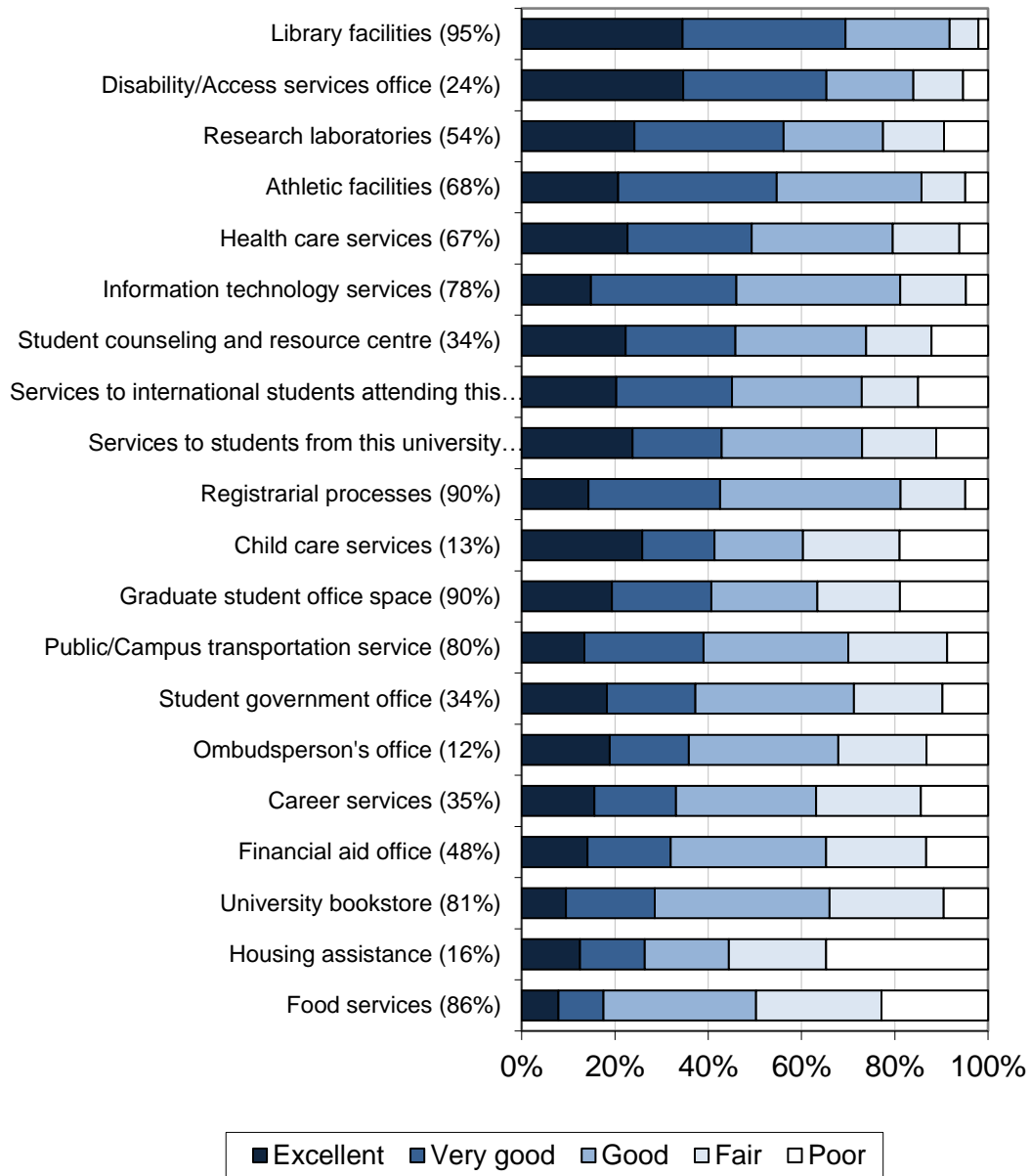
Carleton ratings of a number of services were statistically different from the average of the rest of Ontario universities (**Table 11**). In all cases where differences were noted, Master's respondents had higher levels of satisfaction than their provincial counterparts.

Table 11: University Resources			
Master's Respondents			
	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Library Facilities (97%)*	74	68	+
Disability/Access services office (25%)	65	54	+
Athletic facilities (69%)	61	54	+
Health care services (57%)	56	49	+
Student counseling and resource centre (38%)	52	44	+
Information technology services (71%)	49	43	+
Registrarial processes (86%)	47	37	+
Food services (88%)	30	26	+

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

Doctoral respondents at Carleton gave the most “excellent” and “very good” ratings to the library facilities, while at the bottom of **Figure 15** is food services.

**Figure 15: University Resources
Doctoral Respondents**



The only item that had a statistically significant difference between Carleton Doctoral respondents and their provincial counterparts was the rating of the Registrarial Process: 43% of Carleton Doctoral respondents rated it either excellent or very good, compared to 35% for the Ontario average, excluding Carleton.

The positive ratings increased between 2013 and 2016 for every single item in this set of questions, although not all the increases were deemed statistically significant. **Table 12** below details the increases in the proportions of excellent and very good for the items that were statistically significant.

Table 12: University Resources and Student Life, by Degree		
	% Excellent + Very good	
	2013	2016
Master's Respondents		
Library facilities	32	74
Athletic facilities	38	61
Health care services	43	56
Services to international students	39	54
Graduate student office space	37	52
Research laboratories	44	52
Student counseling and resource centre	38	52
Services to students studying abroad	26	52
Information technology services	39	49
Ombudsperson's office	33	48
Registrarial processes	38	47
Public/Campus transportation service	38	45
Career services	30	41
University bookstore	25	35
Financial aid office	28	35
Food services	22	30
Doctoral Respondents		
Library facilities	42	69
Research laboratories	38	56
Athletics facilities	36	55
Health care services	38	49
Information technology services	33	46
Registrarial processes	36	43
Graduate student office space	30	41

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 2016 CGPSS results are encouraging given all the efforts and initiatives at Carleton to improve the graduate student experience. Results had begun to improve in 2013 in some areas like professional skill development, however the improvements are more widespread in 2016. Across most sets of questions and topics, the results have improved, although not always enough to be statistically significant. Carleton's results have also improved in comparison to the provincial average – in some cases the comparison yields better results, and in other cases, improvement leads to a more modest (but not less valuable) outcome of being similar to the provincial average where results had been lower in the past.

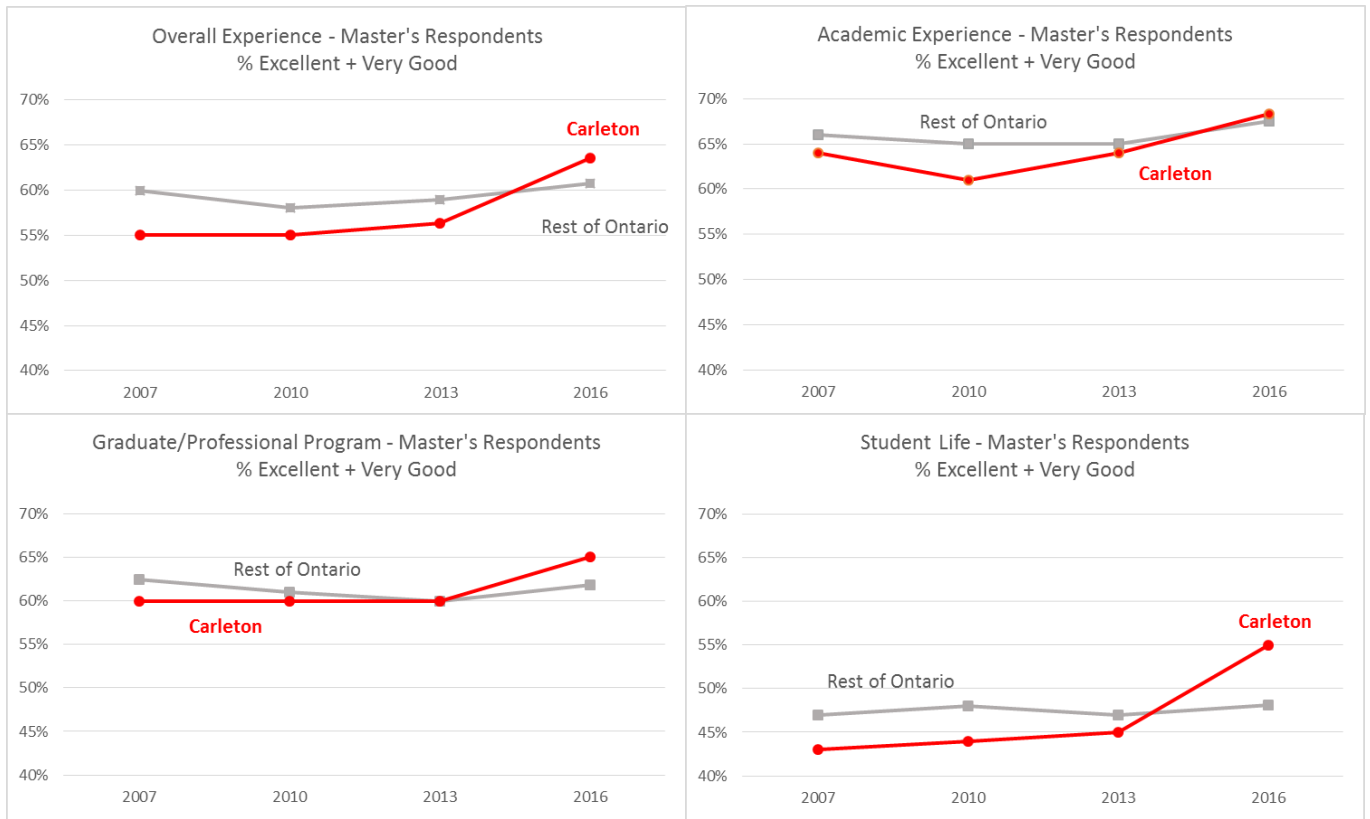
The figures below demonstrate examples of this improvement over time. They are for the four 'overall' questions. It's interesting to note how stable the survey results had been over time, both at Carleton and for the provincial average, which amplifies the improvements for Carleton in 2016. Generally, most of the improvement is driven in an increase in 'excellent' ratings, with proportions of 'very good' stable.

Additionally, it's worth noting that the 2016 administration yielded the highest response rate of any previous CGPSS survey at Carleton – likely a reflection of improvements in communication and/or student engagement in and of itself.

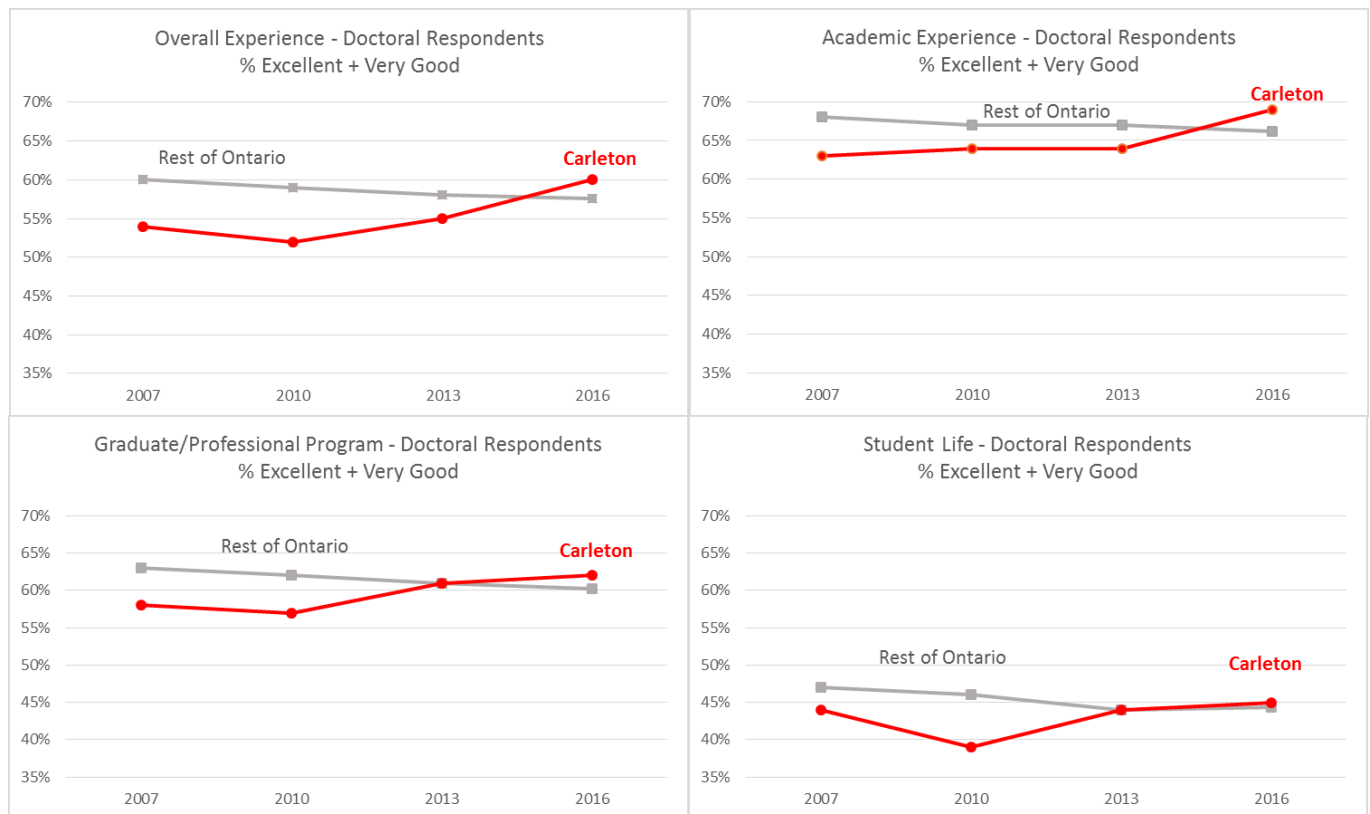
This improvement has happened all while graduate enrolments have increased. Comparing full-time equivalents (FTEs), Master's level enrolments increased 53 percent between 2006/07 and 2015/16; and Doctoral enrolments increased 30 percent during that time.

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

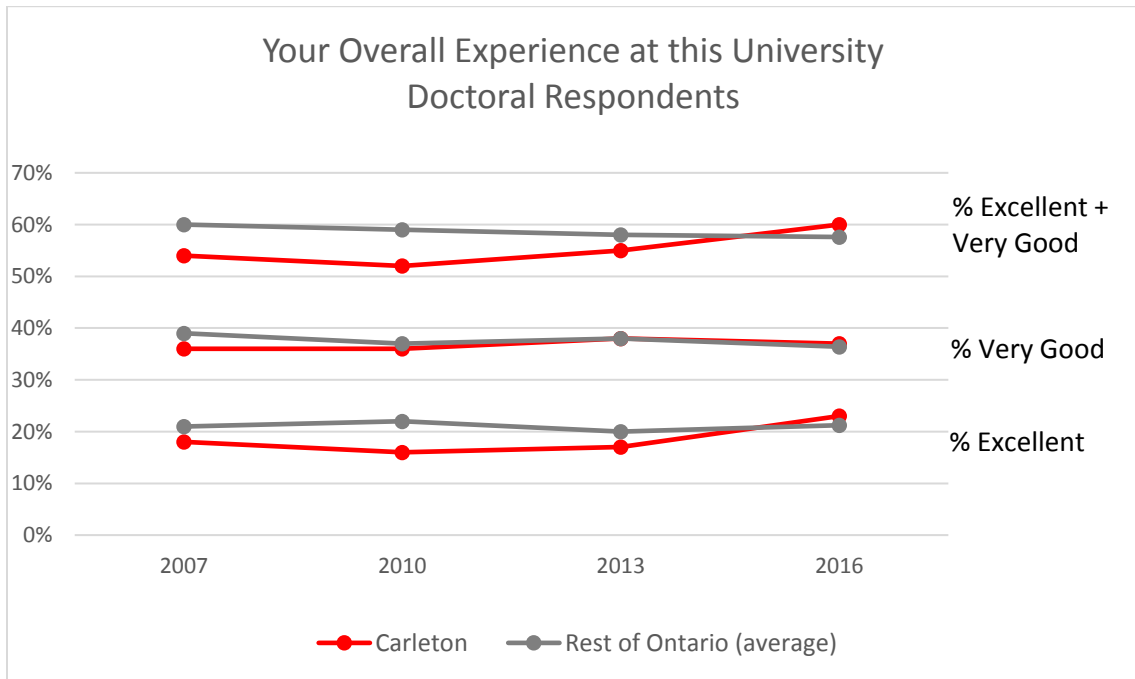
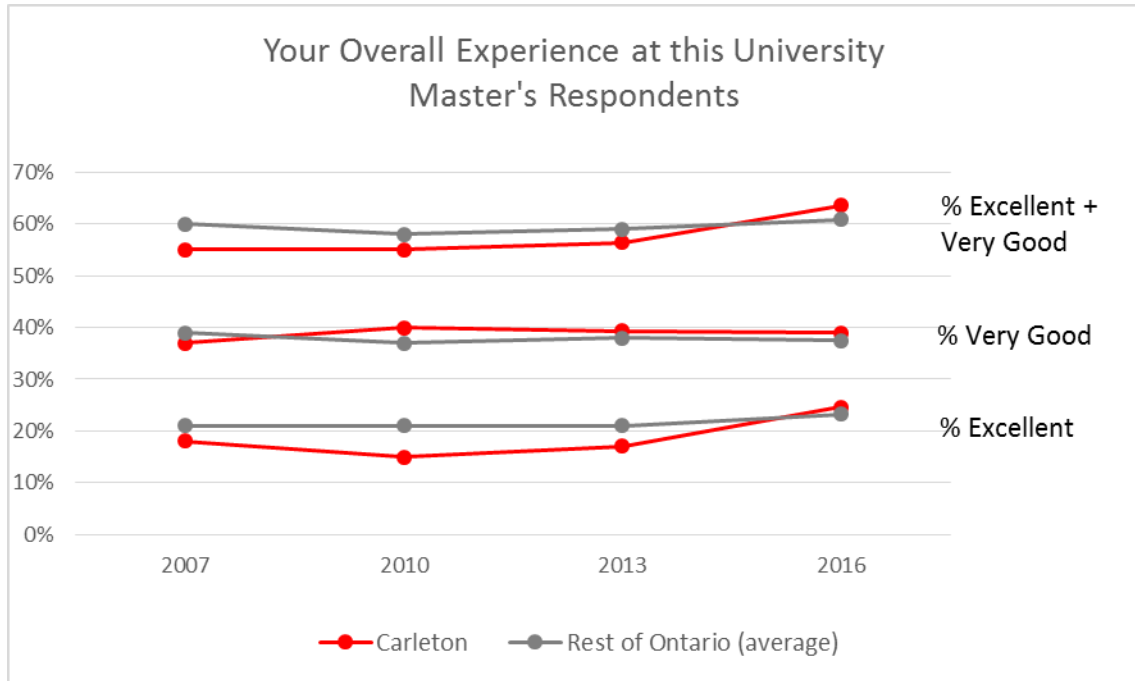
Master's Respondents Over Time



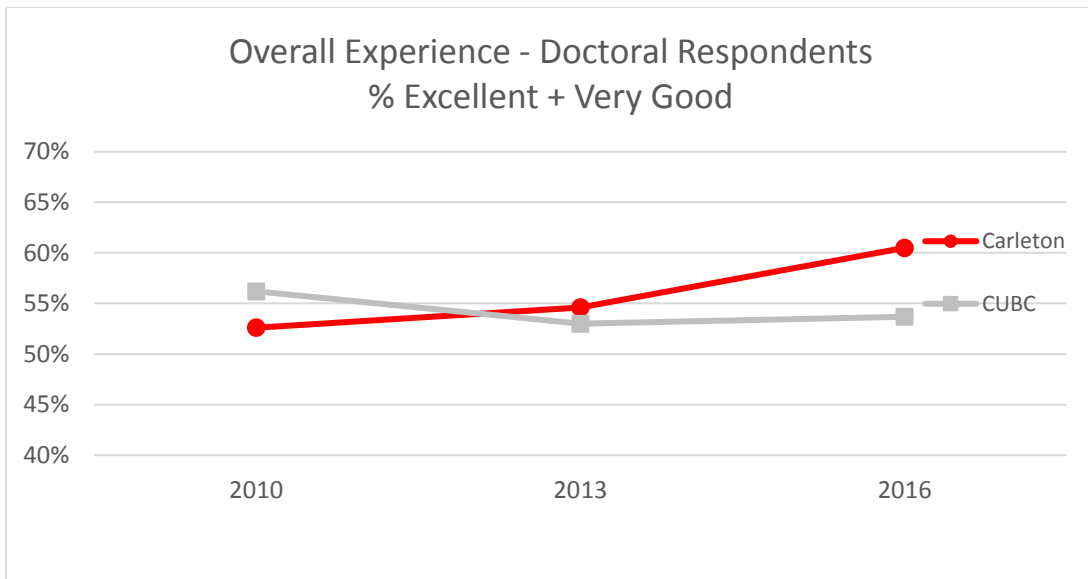
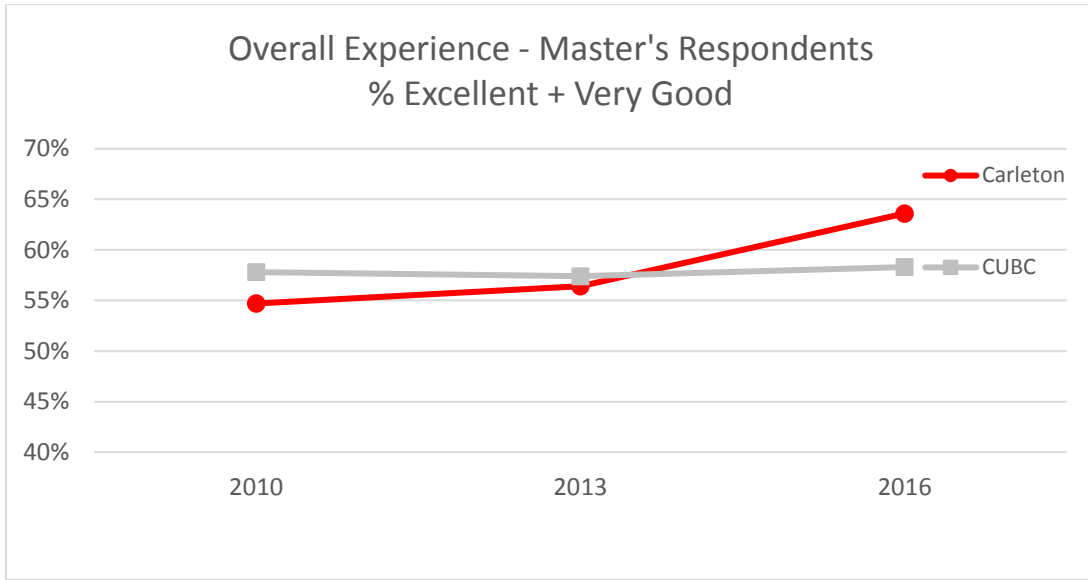
Doctoral Respondents Over Time



Generally, increases over time shown in the series of charts on the previous page are largely driven by increases in ‘excellent’ ratings, with ‘very good’ ratings more stable. This is illustrated with the charts below for the Overall Experience rating question.



When comparing the 'Overall Experience' question to the aggregate results of the rest of the Comprehensive Universities Benchmarking Consortium (CUBC), a similar trend can be seen as compared to Ontario. Carleton's results are higher than the CUBC results for both Master's and PhD students on the overall experience as compared to the rest of the CUBC.



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	46%	37%	13%	3%	1%
The intellectual quality of my fellow students	24%	43%	22%	9%	1%
The relationship between faculty and graduate students	30%	36%	24%	7%	3%
Overall quality of graduate level teaching by faculty	24%	41%	24%	8%	3%
Advice on the availability of financial support	9%	21%	33%	23%	14%
Quality of academic advising and guidance	21%	31%	27%	15%	6%
Helpfulness of staff members in my program	35%	33%	20%	7%	4%
Availability of area courses I needed to complete my program	18%	30%	27%	16%	8%
Quality of instruction in my courses	23%	43%	24%	7%	2%
Relationship of program content to my research/professional goals	23%	34%	26%	12%	4%
Opportunities for student collaboration or teamwork	25%	36%	25%	10%	4%
Opportunities to take coursework outside my own department	17%	26%	30%	18%	9%
Opportunities to engage in interdisciplinary work	21%	26%	30%	17%	7%
Amount of coursework	13%	35%	40%	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%	37%	11%	3%	1%
The intellectual quality of my fellow students	24%	42%	25%	8%	1%
The relationship between faculty and graduate students	28%	37%	22%	8%	4%
Overall quality of graduate level teaching by faculty	22%	45%	24%	24%	7%
Advice on the availability of financial support	12%	23%	27%	23%	15%
Quality of academic advising and guidance	24%	33%	23%	13%	7%
Helpfulness of staff members in my program	43%	32%	15%	7%	3%
Availability of area courses I needed to complete my program	21%	31%	28%	12%	7%
Quality of instruction in my courses	24%	44%	23%	7%	1%
Relationship of program content to my research/professional goals	21%	35%	26%	13%	5%
Opportunities for student collaboration or teamwork	16%	24%	32%	18%	10%
Opportunities to take coursework outside my own department	20%	27%	34%	13%	6%
Opportunities to engage in interdisciplinary work	22%	26%	33%	14%	6%
Amount of coursework	13%	36%	36%	12%	3%

**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, or orientation on teaching	15%	28%	38%	13%	7%	14%	3%
Advice/workshops on preparing for candidacy examinations	11%	19%	34%	22%	14%	20%	19%
Feedback on your research	16%	32%	29%	16%	7%	5%	7%
Advice/workshops on the standards for academic writing in your field	11%	19%	30%	26%	13%	21%	5%
Advice/workshops on writing grant proposals	9%	18%	30%	22%	20%	22%	9%
Advice/workshops on publishing your work	10%	18%	31%	24%	17%	22%	11%
Advice/workshops on career options within academia	6%	14%	28%	27%	26%	22%	5%
Advice/workshops on career options outside academia	4%	10%	28%	24%	34%	22%	7%
Advice/workshops about research positions	5%	11%	28%	26%	30%	22%	8%
Advice/workshops about research ethics in human subject research	11%	24%	30%	21%	13%	25%	22%
Advice/workshops about research ethics in the use of animals	11%	25%	27%	24%	13%	23%	47%
Advice on intellectual property issues	10%	20%	26%	26%	18%	24%	11%

**Table A3B: From Figure 6B -- 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
Advice/workshops on the standards for writing in your profession	8%	30%	38%	15%	8%	23%	7%
Advice/workshops on career options	7%	25%	31%	19%	17%	17%	3%
Advice/workshops on professional ethics	9%	26%	33%	20%	12%	24%	5%
Advice/workshops on job preparation and professional practice	11%	24%	28%	23%	14%	17%	3%
Opportunities for internships, practicum, and experiential learning as part of the program	9%	23%	23%	22%	23%	13%	4%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	11%	23%	31%	21%	14%	8%	1%

**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, or orientation on teaching	15%	34%	28%	17%	6%	11%	7%
Advice/workshops on preparing for candidacy examinations	14%	23%	33%	14%	16%	18%	21%
Feedback on your research	20%	31%	29%	15%	5%	4%	3%
Advice/workshops on the standards for academic writing in your field	10%	28%	27%	18%	18%	21%	5%
Advice/workshops on writing grant proposals	8%	24%	26%	21%	21%	22%	9%
Advice/workshops on publishing your work	12%	20%	27%	23%	17%	23%	8%
Advice/workshops on career options within academia	8%	15%	30%	24%	24%	18%	6%
Advice/workshops on career options outside academia	6%	13%	23%	25%	33%	19%	6%
Advice/workshops about research positions	7%	13%	27%	27%	26%	19%	7%
Advice/workshops about research ethics in human subject research	10%	27%	27%	18%	18%	19%	23%
Advice/workshops about research ethics in the use of animals	10%	25%	29%	16%	20%	19%	41%
Advice on intellectual property issues	10%	25%	27%	19%	19%	19%	10%

Table A5: Figure 8A -- Satisfaction with Advisor and Thesis Master's Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Served as my advocate when necessary	60%	35%	5%	0%
Was knowledgeable about formal degree requirement	64%	31%	4%	1%
Gave me constructive feedback on my work	63%	31%	5%	1%
Overall, performed the role well	64%	30%	5%	1%
Was available for regular meetings	65%	28%	6%	1%
Promoted my professional development	57%	34%	8%	1%
Was very helpful to me in writing a dissertation prospectus or proposal	51%	39%	8%	1%
Returned my work promptly	59%	31%	8%	2%
Was very helpful to me in selecting a dissertation topic	58%	32%	9%	1%
Was very helpful to me in writing the dissertation	50%	39%	10%	1%
Was very helpful to me in selecting the dissertation committee	47%	42%	9%	2%
Was very helpful to me in preparing for written qualifying exams	44%	45%	10%	1%
Was very helpful to me in preparing for the oral qualifying exam	44%	45%	10%	1%
Encouraged discussions about current job market and various career prospects	41%	31%	22%	6%

Table A6: Figure 8B -- Satisfaction with Advisor and Thesis Doctoral Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Was knowledgeable about formal degree requirement	58%	37%	4%	1%
Served as my advocate when necessary	65%	30%	4%	1%
Gave me constructive feedback on my work	64%	30%	5%	1%
Overall, performed the role well	65%	28%	5%	3%
Was very helpful to me in selecting the dissertation committee	55%	36%	7%	1%
Was available for regular meetings	64%	27%	8%	2%
Was very helpful to me in writing the dissertation	50%	40%	9%	1%
Was very helpful to me in selecting a dissertation topic	56%	34%	9%	2%
Was very helpful to me in writing a dissertation prospectus or proposal	53%	35%	8%	3%
Returned my work promptly	59%	29%	9%	3%
Was very helpful to me in preparing for written qualifying exams	48%	40%	9%	4%
Promoted my professional development	53%	34%	10%	3%
Was very helpful to me in preparing for the oral qualifying exam	48%	39%	9%	4%
Encouraged discussions about current job market and various career prospects	40%	30%	21%	9%

**Table A7: From Figure 14-- University Resources and Student Life
Master's Respondents at Carleton**

	Excellent	Very good	Good	Fair	Poor
Library facilities (97%)	38%	35%	19%	6%	2%
Graduate student office space (81%)	25%	27%	22%	14%	12%
Research laboratories (46%)	23%	29%	29%	14%	5%
Health care services (57%)	23%	33%	29%	11%	4%
Child care services (13%)	24%	26%	26%	15%	9%
Financial aid office (47%)	14%	20%	33%	20%	12%
Career services (51%)	17%	24%	30%	17%	11%
Student counseling and resource centre (38%)	21%	30%	26%	15%	7%
Athletic facilities (69%)	26%	35%	27%	9%	3%
Services to international students (27%)	25%	29%	24%	13%	8%
Services to students from this university studying abroad (or preparing to) (16%)	27%	25%	22%	17%	10%
Housing assistance (18%)	19%	21%	26%	22%	12%
Ombudsperson's office (15%)	22%	26%	27%	19%	6%
Public/Campus transportation service (80%)	19%	26%	31%	17%	7%
Food services (88%)	9%	21%	34%	23%	13%
University bookstore (83%)	12%	24%	39%	21%	5%
Student government office (36%)	14%	24%	35%	15%	12%
Registrarial processes (86%)	17%	30%	33%	15%	5%
Information technology services (71%)	18%	31%	37%	11%	3%

**Table A8: From Figure 15-- University Resources and Student Life
Doctoral Respondents at Carleton**

	Excellent	Very good	Good	Fair	Poor
Library facilities (95%)	34%	35%	22%	6%	2%
Graduate student office space (90%)	19%	21%	23%	18%	19%
Research laboratories (54%)	24%	32%	21%	13%	9%
Health care services (67%)	23%	27%	30%	14%	6%
Child care services (13%)	26%	16%	19%	21%	19%
Financial aid office (48%)	14%	18%	33%	21%	13%
Career services (35%)	16%	18%	30%	23%	14%
Student counseling and resource centre (34%)	22%	24%	28%	14%	12%
Athletic facilities (68%)	21%	34%	31%	9%	5%
Services to international students (29%)	20%	25%	28%	12%	15%
Services to students from this university studying abroad (or preparing to) (14%)	24%	19%	30%	16%	11%
Housing assistance (16%)	13%	14%	18%	21%	35%
Ombudsperson's office (12%)	19%	17%	32%	19%	13%
Public/Campus transportation service (80%)	13%	26%	31%	21%	9%
Food services (86%)	8%	10%	33%	27%	23%
University bookstore (81%)	10%	19%	38%	24%	10%
Student government office (34%)	18%	19%	34%	19%	10%
Registrarial processes (90%)	14%	28%	39%	14%	5%
Information technology services (78%)	15%	31%	35%	14%	5%