



**Carleton**  
University

Office of Institutional  
Research and  
Planning

# Summary of Results from the 2025 Canadian Graduate and Professional Student Survey (CGPSS)

December 2025

[carleton.ca/OIRP](https://carleton.ca/OIRP)

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## Executive Summary

January 2025 was the seventh time that Carleton University conducted the Canadian Graduate and Professional Student Survey (CGPSS) and yielded a response rate of 39% (excluding the online MBA program), which is the same as the response rate of 39% received in 2022. Along with other Ontario universities, Carleton has been participating in the CGPSS survey every three years.

In general, Carleton respondents rated their academic and overall experiences more highly than their student life experience. In addition, Master's level respondents rated their overall experience and graduate program more highly than Doctoral students.

In 2025, Master's respondents reported higher satisfaction in both overall experience and student life experience with an increase from 2022 of 7 and 14 percentage points (% Excellent and Very Good), respectively. At the Doctoral level, though satisfaction rates in areas outside of student life declined somewhat between 2022 and 2025, the changes are not statistically significant. Compared with other Ontario universities, Carleton had a significantly higher Master's satisfaction rate in 2025; however, the difference in Doctoral respondents was not statistically significant.

In terms of satisfaction with programs, quality of interactions, and coursework, Master's respondents rated "Support received from non-academic staff members" significantly higher than their counterparts from the rest of Ontario (58% vs. 53%). In contrast, Doctoral students' ratings were comparable to those of respondents from the rest of Ontario.

Regarding professional skills development and research experience, Carleton Doctoral respondents reported higher levels of satisfaction in "Opportunities for internships, practicum and experiential learning as part of the program" both compared to the rest of Ontario and to Carleton's 2022 respondents.

Carleton Master's respondents were less likely to report "Work commitments", "Financial pressures" and "Family obligations" as an obstacle to academic progress than respondents from the rest of Ontario.

In terms of financial support, compared with the rest of Ontario, Carleton Master's respondents were more likely to receive multiple forms of financial support, especially "Graduate research assistantship" (34% vs. 14%) and "Graduate teaching assistantship" (54% vs. 27%)

Carleton Master's respondents reported a lower rate of student debt compared to their provincial counterparts and to Master's respondents in 2022. For those who expected to have graduate debt, both Carleton Master's and Doctoral respondents expected to have significantly less than respondents from the rest of the province.

## Introduction

In January 2025, Carleton participated in the Canadian Graduate and Professional Student Survey (CGPSS) for the seventh time. The CGPSS was previously administered every three years from 2007 to 2022. 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 2025 CGPSS, allowing for meaningful comparisons. This report's focus will be to summarize Carleton's 2025 results and compare them to those of the rest of Ontario universities, as well as to Carleton's previous results.

At Carleton, all graduate level students registered in the winter of 2025 were emailed an invitation to participate in this online survey. Of the 4,655 students who were invited, 1,659 responded, resulting in a response rate of 36 percent, which was slightly lower than the 39 percent response rate received in 2022. Among these, 1,211 invitees and 312 respondents were Online MBA (OMBA) students<sup>1</sup>. Excluding OMBA students, the response rate is 39 percentage points.

The analysis that follows will present results separately for Master's and Doctoral respondents. Additionally, OMBA students have been excluded from this analysis. **Any differences between 2022 and 2025 results, as well as between Carleton and the average Ontario results (excluding Carleton), will be noted when statistically significant<sup>2</sup>.**

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 39 percentage points, the response rate was higher for Doctoral students than it was for Master's students, as we have seen in previous administrations (**Table 1**):

- 2,271 Master's students, of whom 865 responded (a response rate of 38%)
- 1,173 Doctoral students, of whom 482 responded (a response rate of 41%)

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<sup>1</sup> Given the unique online nature of the Online MBA program, it has been analyzed separately and is not included in this report.

<sup>2</sup> Results were tested using chi-square tests of significance, where  $\alpha < 0.05$ . For comparisons of ordinal variables, Somers'd tests were also used

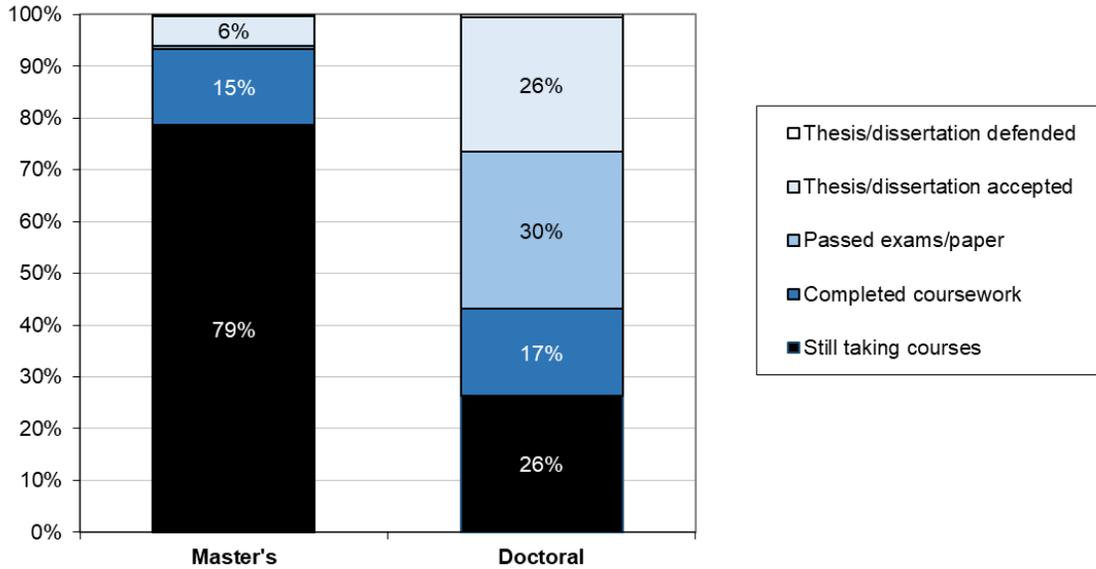
**Table 1** details the respondent profile (and response rates) by academic Faculty.

<b>Table1: Respondents by Faculty and Degree</b>				
<b>Master's</b>	<b>2025</b>			<b>2022</b>
	<b>Number of Students</b>	<b>Number of Respondents</b>	<b>Response Rate</b>	<b>Response Rate</b>
Arts and Social Sciences	331	147	44%	49%
Public and Global Affairs	792	267	34%	36%
Sprott School of Business	210	82	39%	25%
Science	244	108	44%	41%
Engineering and Design	694	261	38%	34%
Total	2,271	865	38%	37%
<b>Doctoral</b>	<b>2025</b>			<b>2022</b>
	<b>Number of Students</b>	<b>Number of Respondents</b>	<b>Response Rate</b>	<b>Response Rate</b>
Arts and Social Sciences	281	128	46%	48%
Public and Global Affairs	228	85	37%	46%
Sprott School of Business	74	32	43%	38%
Science	265	111	42%	39%
Engineering and Design	325	126	39%	38%
Total	1,173	482	41%	42%

Forty-seven percent of Master's level respondents indicated that their program was research-based, and the rest indicated 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 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 captured at registration. Compared to the rest of the province, both Carleton's Master's and Doctoral respondents were more likely to self-report being Canadian citizens and less likely to self-report being international students and visible minorities.

<b>Table 2: Demographic Profile of Students and Respondents</b>				
<b>Carleton, by Degree</b>				
	<b>Master's</b>		<b>Doctoral</b>	
	<b>% of Respondents</b>	<b>% of Students</b>	<b>% of Respondents</b>	<b>% of Students</b>
Female	59% (ON: 64%)	53%	57%	51%
Canadian citizen	71% (ON: 66%)	70%	63%	60%
International Students	24% (ON: 28%)	24%	30%	28%
Indigenous	3%	n/a*	2%	n/a*
Visible minority	51% (ON: 63%)	n/a*	54%	n/a*

\* Indigenous and Visible Minority status are not captured at registration.

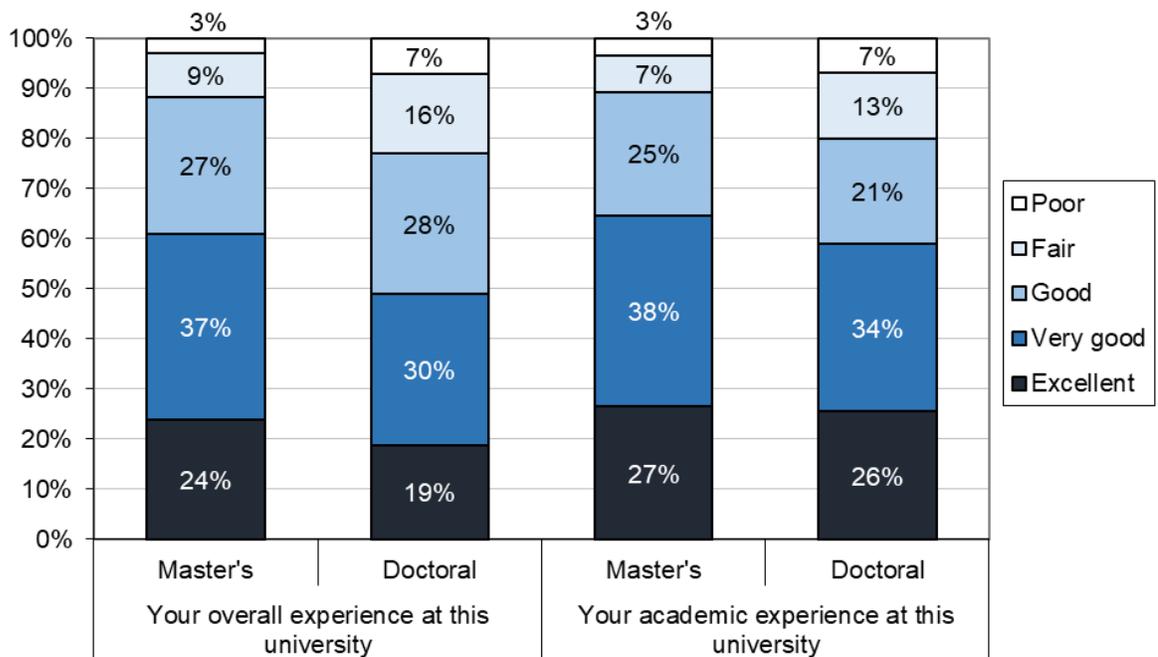
\*\*Shading represents statistically significantly difference from the provincial average. The number in the parenthesis is the proportion of Ontario respondents excluding Carleton.

## General Assessment and Satisfaction

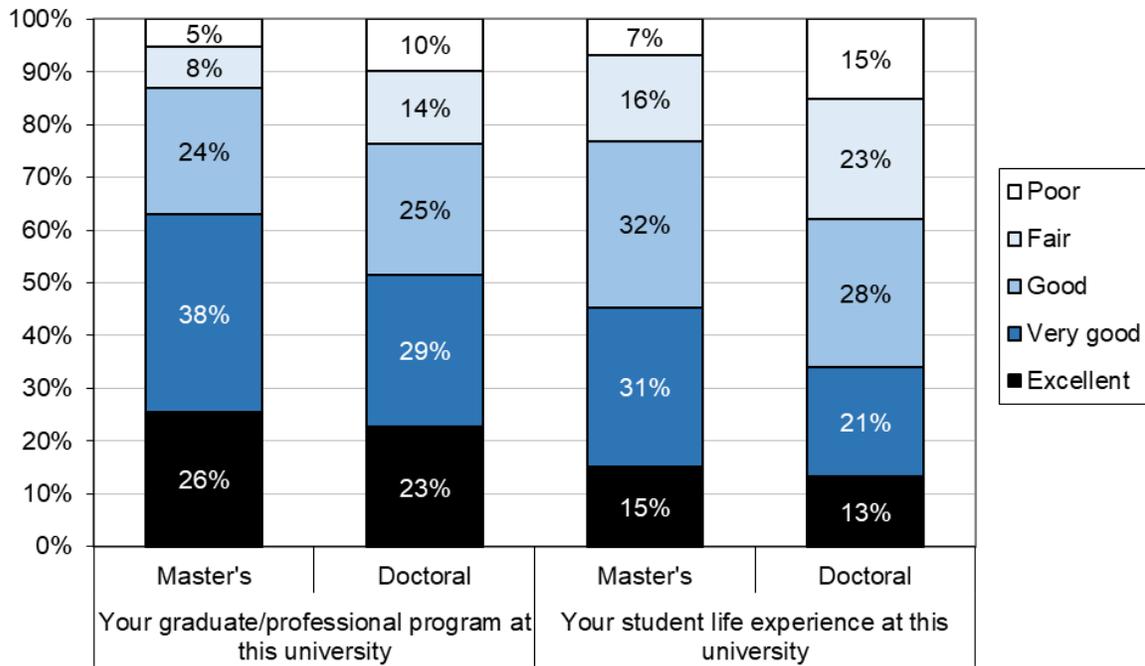
This section summarizes Carleton’s results from a number of CGPSS items which ask about satisfaction with overall academic and non-academic student experiences. As mentioned earlier, differences between Carleton and the rest of the Ontario universities will be noted when statistically significant, as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

The figures below show results by program level for Master’s and Doctoral respondents when asked to rate the following: “Your overall experience at this university” and “Your academic experience at this university” (**Figure 2**), and “Your graduate/professional program at this university” and “Your student life experience at this university” (**Figure 3**). In general, Carleton respondents rated their academic and overall experiences more highly than their student life experience. In addition, Master’s respondents rated all areas more highly than Doctoral students.

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



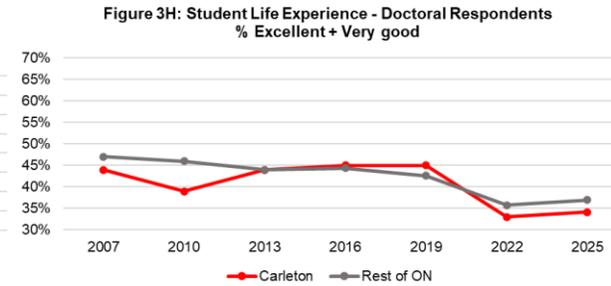
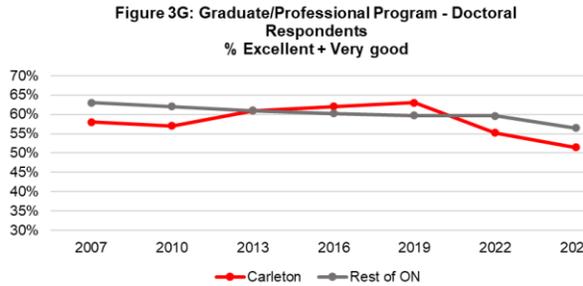
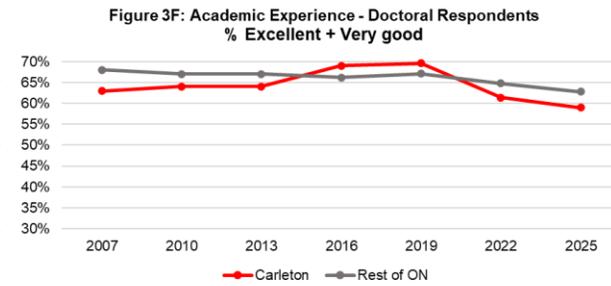
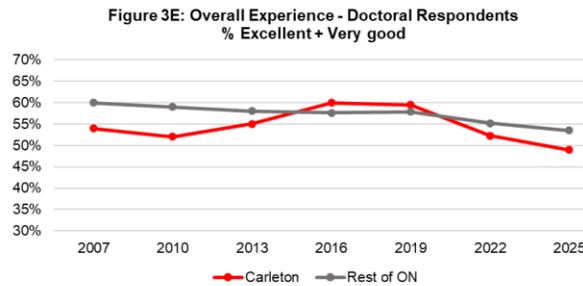
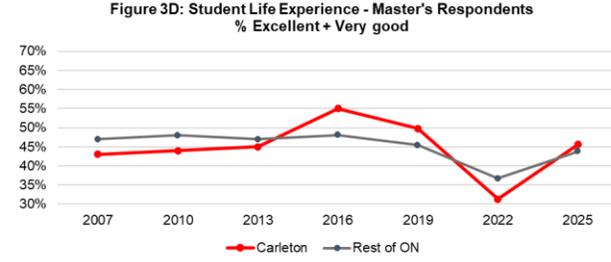
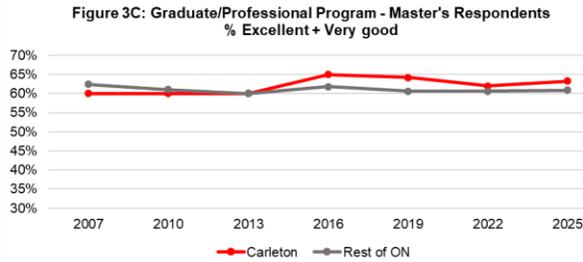
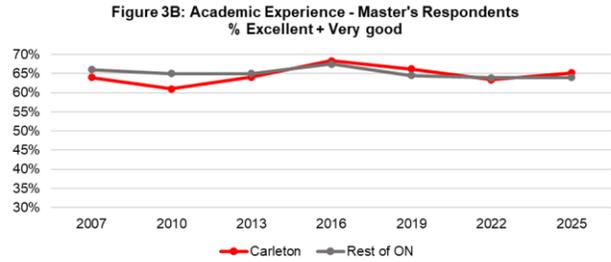
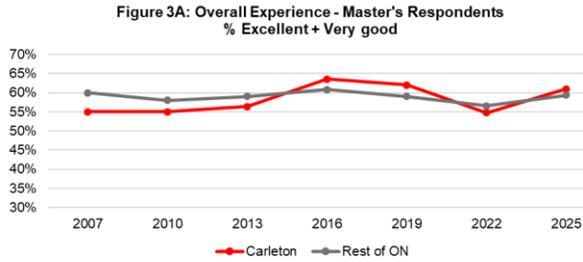
**Figure 3: Graduate Program and Student Life  
Carleton Respondents**



Master's respondents at Carleton rated all their academic and non-academic experience higher than those in 2022.

**Figures 3A** through **3D** (Master's level) and **Figures 3E** through **3H** (Doctoral level) show Carleton's results overtime and compared to the rest of Ontario on these high-level satisfaction questions. Generally, comparing results overtime shows that in most cases satisfaction levels at Carleton improved from 2013 to 2016, were maintained from 2016 to 2019 and dropped from 2019 to 2022. In the latest survey year, satisfaction showed a statistically significant increase from 2022 to 2025 across all Master's-level categories except "Academic Experience". In particular, Master's respondents rated their student life experience 15 percentage points higher than respondents in 2022. At the Doctoral level satisfaction declined slightly in most areas; however, these year-over-year changes are not statistically significant.

There are no statistically significant differences in Carleton's 2025 results compared to the rest of Ontario.



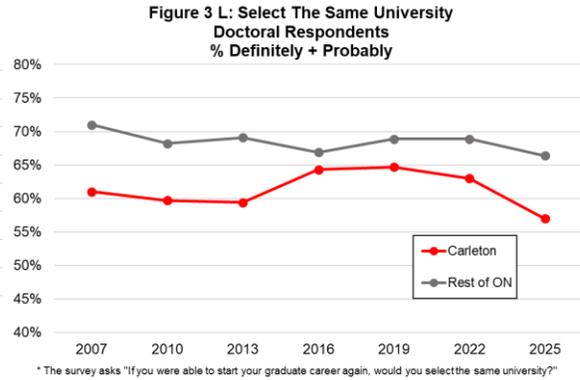
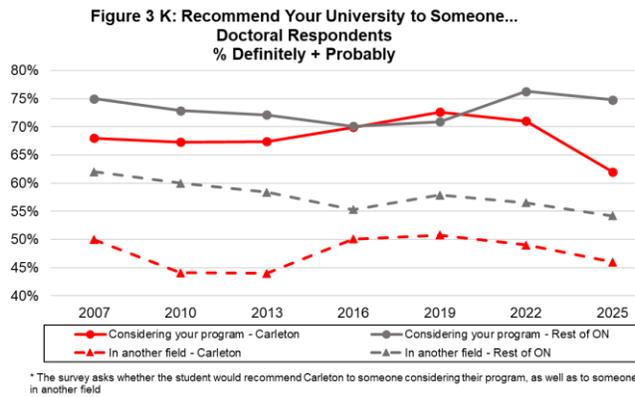
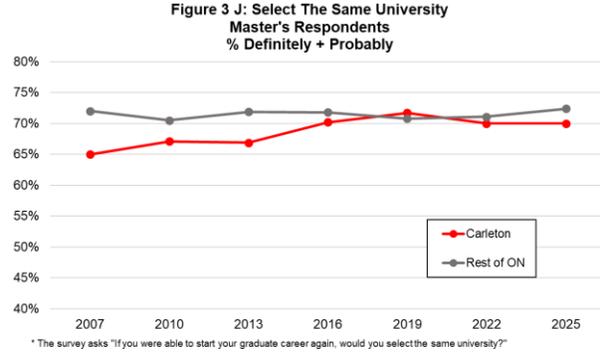
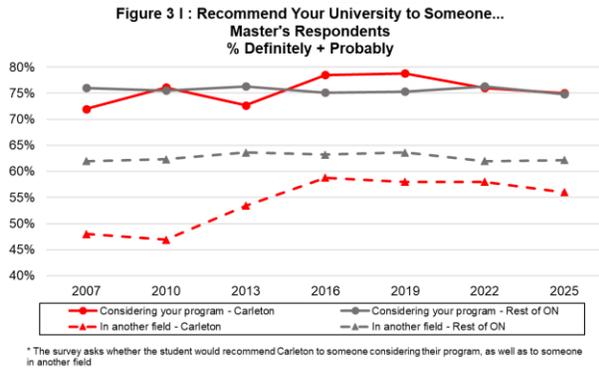
**Table 3** shows the results of a series of general satisfaction questions. While the respondents answered the question on a five-point scale, in order to simplify the table, “Definitely” and “Probably” were added together, as were “Definitely Not” and “Probably Not”.

<b>Table 3: General Satisfaction, by Degree Carleton's Respondents</b>						
	<b>% of Master's Respondents</b>			<b>% of Doctoral respondents</b>		
	Definitely or Probably	Maybe	Definitely or Probably <b>Not</b>	Definitely or Probably	Maybe	Definitely or Probably <b>Not</b>
If you were to start your graduate career again, would you select this same university?	70%	19%	11%	57%	24%	18%
If you were to start your graduate career again, would you select the same field of study?	77%	14%	9%	83%	9%	7%
Would you recommend this university to someone considering your program?	75%	15%	10%	62%	19%	19%
Would you recommend this university to someone in another field?	56%	33%	12%	46%	37%	18%
If you were to start your graduate career again, would you select the same faculty supervisor? *	82%	10%	8%	77%	10%	13%

\* Only for those respondents with a research advisor

**Figures 3I and 3J** (Master’s level) and **Figures 3K and 3L** (Doctoral level) present results of these questions over time. It is worth noting that Carleton respondents in 2025 answered similarly to those in 2022, and similarly to the average for the rest of the province on most questions. However, Carleton’s 2025 Doctoral respondents were 9 percentage points less likely than those in 2022 to recommend the university to someone considering their program.

Compared to the rest of Ontario, Carleton Master’s and Doctoral level respondents were less likely to recommend the university to someone in another field, and Carleton Doctoral level respondents were also less likely to respond that they would select same university.

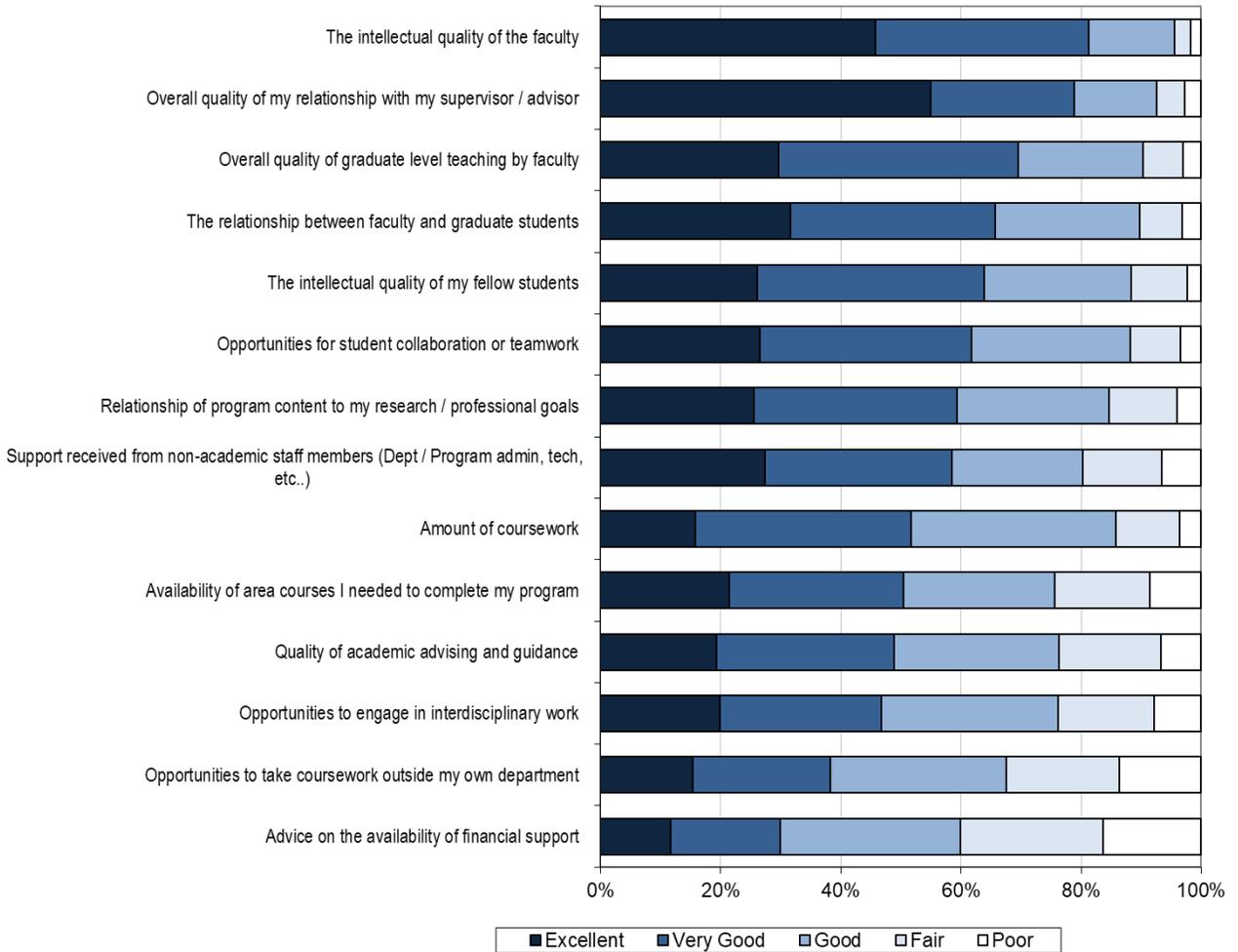


## Satisfaction with Program, Quality of Interactions, and Coursework

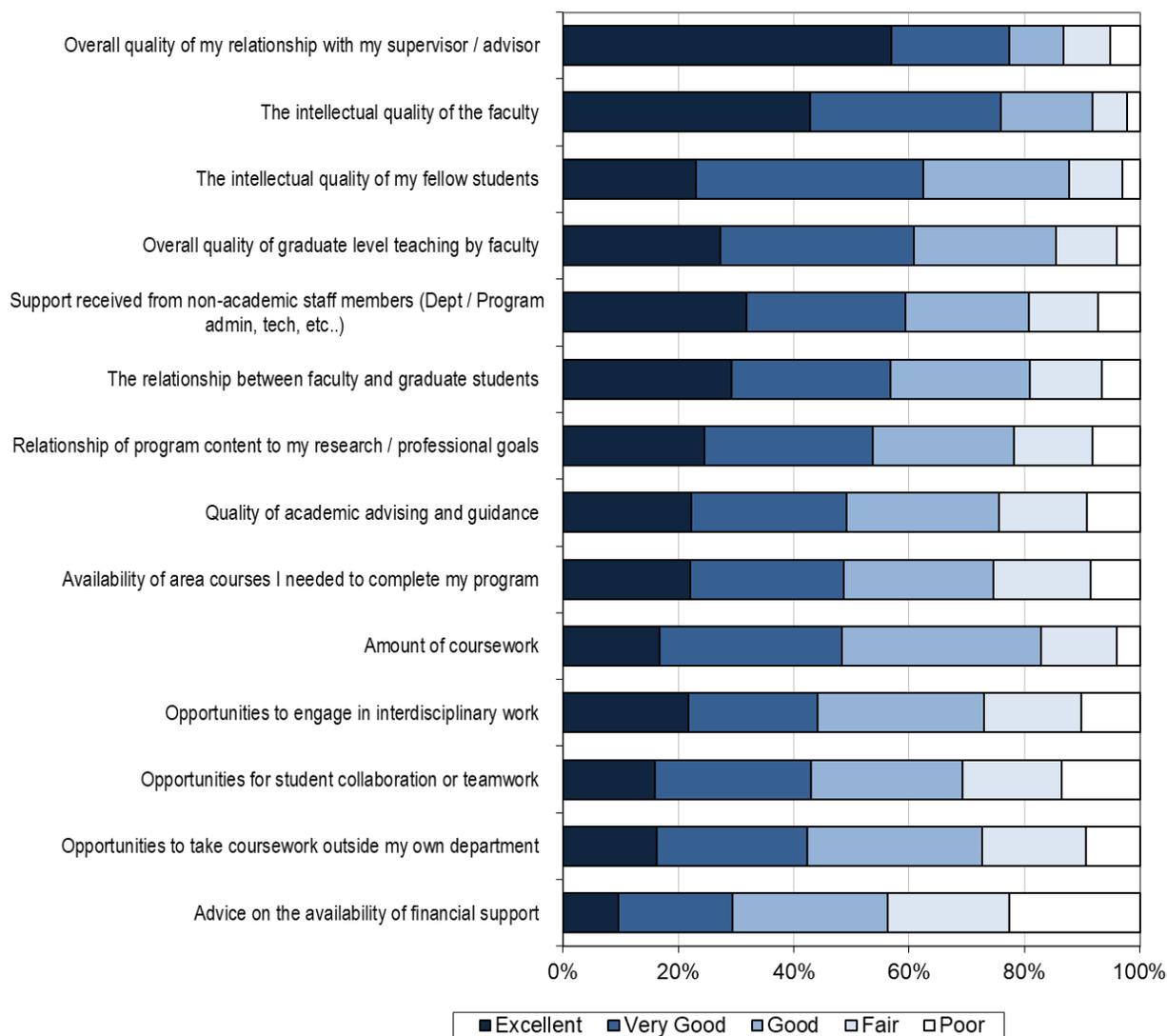
In addition to the general assessment and satisfaction questions, respondents were also asked more specific satisfaction questions, such as a series which focused on “Program, Quality of Interactions, and Coursework”. **Figure 4** below shows the results for this series of questions for Master’s respondents 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**



Compared to 2022, results for 2025 are statistically significantly lower in 2 areas:

- “Intellectual quality of my fellow students” (64% of “Excellent and “Very Good” in 2025 vs. 74% in 2022 for Master’s respondents).
- “Overall quality of my relationship with my supervisor/advisor” (77% vs 84%) for Doctoral respondents.

A few 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 Master's respondents. There were no significant differences for Doctoral respondents.

	<b>Carleton</b>	<b>Ontario</b>
<b>Master's Respondents</b>	<b>% Excellent + Very good</b>	
Availability of area courses I needed to complete my program	51%	55%
Opportunities for student collaboration or teamwork	62%	65%
Support received from non-academic staff members	58%	53%

### **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.

	<b>Master's</b>			<b>Doctoral</b>		
	Not an obstacle	A minor obstacle	A major obstacle	Not an obstacle	A minor obstacle	A major obstacle
Work commitments	39%	45%	16%	41%	36%	23%
Financial pressures	28%	39%	33%	19%	28%	53%
Family obligations	50%	35%	15%	40%	38%	22%
Availability of faculty	65%	29%	6%	64%	25%	11%
Program structure or requirements	47%	40%	13%	59%	29%	12%
Course scheduling	47%	39%	14%	67%	27%	6%
Immigration laws or regulations	83%	10%	7%	75%	12%	13%

Compared to the 2022 respondents, 2025 Doctoral respondents at Carleton were more likely to report “Financial Pressure” as a major obstacle to their academic progress (53% in 2025 vs. 37% in 2022).

For the most part, Carleton Doctoral respondents reported similar obstacles to academic progress as the rest of the province with the two exceptions of “Availability of faculty” and “Program structure or requirements”, which were less likely to be reported. Carleton Master’s respondents were less likely to report “Work commitments”, “Financial pressures” and “Family obligations” as an obstacle to academic progress than respondents from the rest of Ontario.

### **Professional Skills Development**

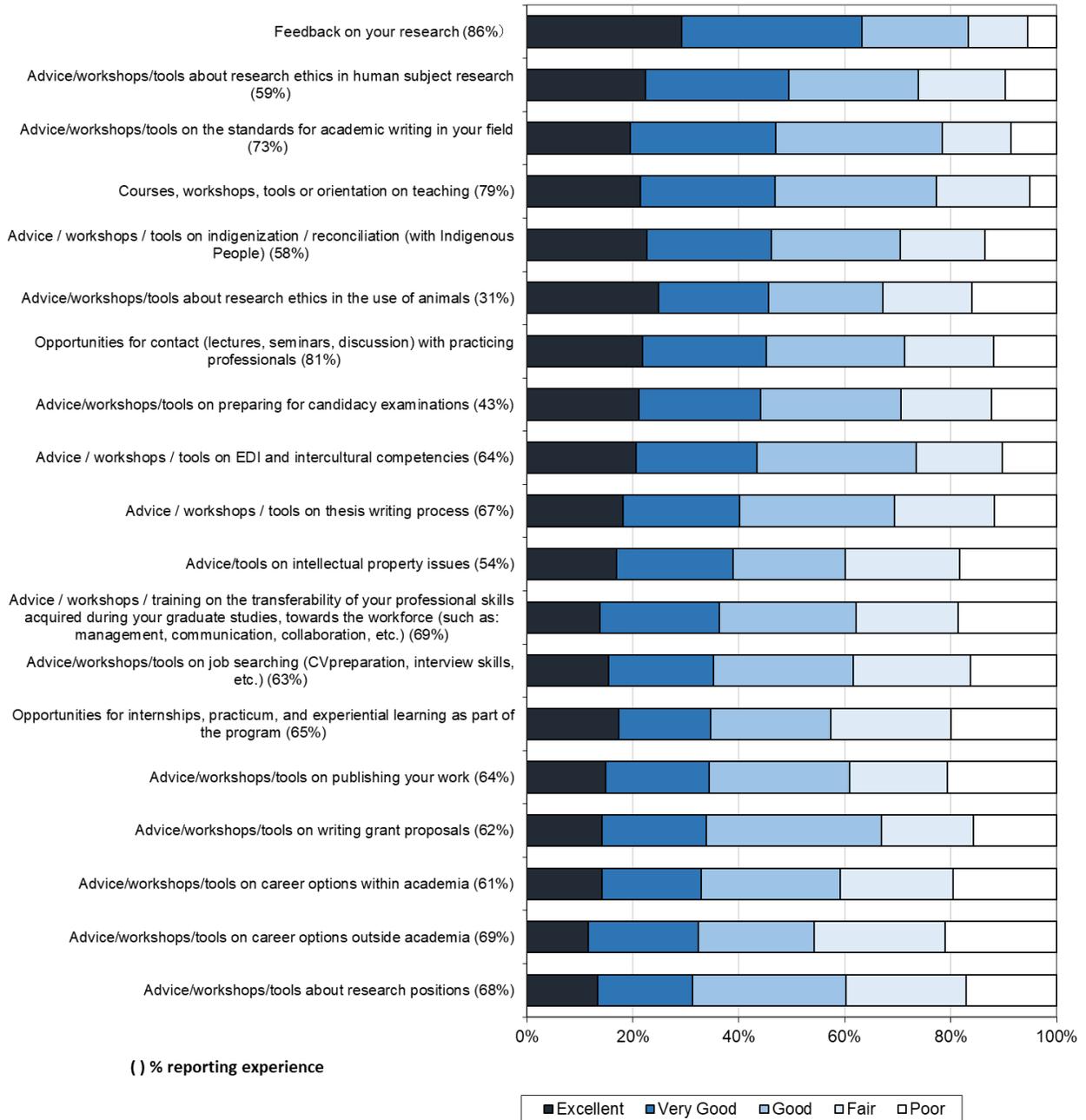
Another area covered in the CGPSS was professional skills development. Students in research-based and course-based programs were asked different questions. More detailed results (including proportions) can be found in **Appendix A**.

**Figures 6A and 6B** illustrate the results for this series of items for Carleton Master’s respondents in both research-based and course-based programs<sup>3</sup>, respectively.

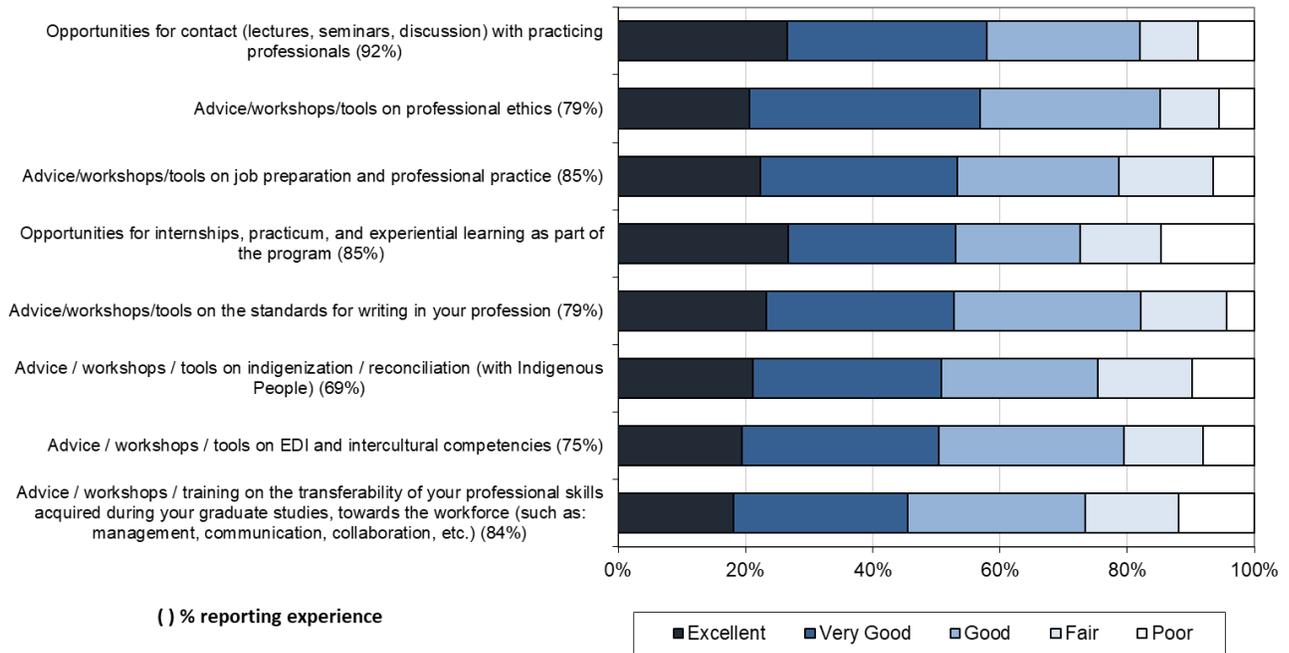
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<sup>3</sup> While the rating scale went from poor to excellent, survey respondents could also choose either “not applicable” or “did not participate”. The statistical testing was done on the distribution within the five-point scale (excluding n/a 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 showed similar results between 2025 and 2022 in research-based programs, however, respondents in course-based programs reported some statistically significant differences:

- Higher level of quality of the support and training in “advice/workshops/tools on job preparation and professional practice” (53% of “% Excellent and Very Good” in 2025 vs. 42% in 2022).
- Higher level of quality of the support and training in “EDI and intercultural competencies” (50% vs. 39%).

Master's respondents at Carleton reported similar levels of quality in professional skills development compared to the rest of Ontario, except that those in research-based programs reported a lower level of quality in the “Advice/workshops/training on writing grant proposals” (34% vs. 44% “% Excellent and Very Good” and 16% vs. 13% “Poor”) and “Opportunities for internships, practicum, and experiential learning as part of the program” (39% vs. 42% “% Excellent and Very good” and 18% vs. 13% “Poor”). In addition, in course-based programs, a similar decline in the level of quality was reported in “Advice/workshops/training on the transferability of your professional skills acquired

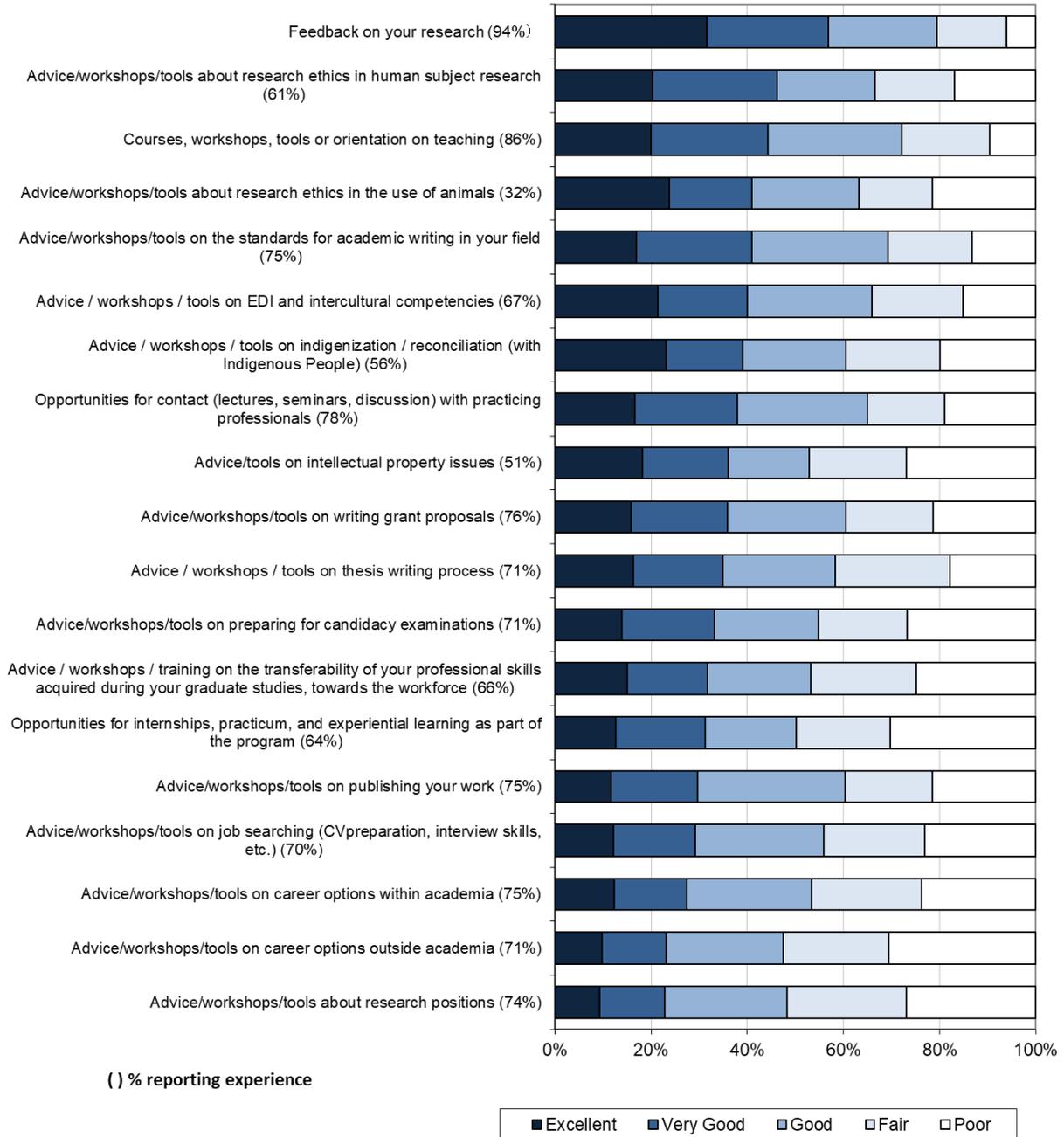
during your graduate studies” (41% vs. 46% “% Excellent and % Very good” and 15% vs. 12% “Poor”).

**Table 6** shows the distribution of selected ratings for the items that were 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 lower. More specifically, the table includes the proportion of Carleton respondents who reported either “Excellent” and “Very Good”, as well as the proportion reported “Poor”, in comparison to the overall provincial average (excluding Carleton).

<b>Table 6: Differences in Ratings of Professional Skill Development Master’s Respondents</b>				
	<b>% Excellent and Very Good</b>		<b>% Poor</b>	
	Carleton	Rest of Ontario	Carleton	Rest of Ontario
<b>Research-based programs:</b>				
Opportunities for internships, practicum, and experiential learning as part of the program	39%	42%	18%	13%
Advice/workshops/tools on writing grant proposals	34%	44%	16%	13%
<b>Course-based programs:</b>				
Advice/workshops/training on the transferability of your professional skills acquired during your graduate studies	41%	46%	15%	12%

**Figure 7** illustrates the results for this series of items for Carleton Doctoral respondents in research-based programs. The highest rated professional development aspects at Carleton for Doctoral respondents were “Feedback on research”, as well as “Advice/workshops/tools about research ethics in human subject research”. However, “Advice/workshops/tools about research positions” was amongst the lowest rated.

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



Compared to the 2022 Doctoral respondents, those in the 2025 survey were statistically significantly more satisfied in “Advice/tools on intellectual property issues” (36% “% Excellent and Very Good”, vs. 28%) and “Opportunities for internships, practicum, and experiential learning as part of the program” (31% vs. 25%).

Doctoral respondents at Carleton’s ratings for professional skills development were statistically different compared to the rest of Ontario in the following reported items (**Table 7**):

<b>Table 7: Differences in Ratings of Professional Skill Development Doctoral Respondents</b>				
	<b>% Excellent and Very Good</b>		<b>% Poor</b>	
	Carleton	Rest of Ontario	Carleton	Rest of Ontario
<b>Research-based programs:</b>				
Courses, workshops, tools on research ethics in human subject research	46%	40%	17%	13%
Advice/workshops/tools on preparing for candidacy examinations	33%	36%	27%	20%
Feedback on your research	57%	56%	6%	6%
Advice/workshops/tools on writing grant proposals	36%	39%	21%	14%
Opportunities for internships, practicum, and experiential learning as part of the program	36%	33%	27%	22%
Advice/workshops/tools on indigenization, reconciliation (with Indigenous People)	39%	38%	20%	18%
Advice/workshops/tools on ethics in the use of animals	41%	43%	22%	14%

The quality ratings were lower in several areas compared to the benchmark. These included “Advice, workshops, and tools for preparing for candidacy examinations”, “Writing grant proposals”, and “Ethics in the use of animals”. These results indicate comparatively weaker perceived quality in preparatory and compliance-related support areas.

In contrast, higher quality ratings were observed in several other areas. These included “Courses, workshops, and tools related to research ethics in human subject research”, “Feedback on research”, and “Opportunities for internships, practicums, and experiential learning”. Additionally, “Advice, workshops, and tools related to Indigenization and reconciliation with Indigenous peoples” received slightly higher positive ratings.

**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.

<b>Table 8: Research Experience</b>				
<b>Carleton, by Degree</b>				
	<b>Master's</b>		<b>Doctoral</b>	
	<b>% Excellent + Very Good</b>	<b>% Poor</b>	<b>% Excellent + Very Good</b>	<b>% Poor</b>
Conducting independent research since starting your graduate program	53%	7%	54%	10%
Training in research methods before beginning your own research	44%	12%	37%	18%
Training/support on research tools specific to your research topic since starting your graduate program	47%	10%	40%	18%
Faculty guidance in formulating a research topic	56%	10%	55%	12%
Research collaboration with one or more faculty members*	61%	9%	54%	15%
Collaboration with faculty in writing a grant proposal*	42%	17%	43%	20%

\* Research-based programs only

In general, for both Master’s and Doctoral, satisfaction rates in 2025 were similar to the results in 2022. The main difference between Carleton and the rest of Ontario for Doctoral respondents was on “Training in research methods before beginning their own research”, 37% (“% Excellent and Very Good”) at Carleton vs. 45% in the rest of Ontario universities, and for Master’s respondents on “Faculty guidance in formulating a research topic” (56% vs. 52%).

### **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** for both Carleton Master’s and Doctoral respondents **and Table 9B** comparing Carleton respondents with the rest of Ontario universities.

The results illustrated that all differences between Carleton Master’s and Doctoral respondents in presentations and publishing occurred in their department were statistically significant, as shown in **Table 9A**. When compared to the rest of Ontario, Carleton Master’s respondents were more likely to report the occurrence of “Departmental or other institutional funding to attend scholarly/scientific meetings”, “Seminars/colloquia at which students present their research” and “Scholarly meetings” than the average of respondents in the rest of Ontario universities. On the other hand, Doctoral respondents at Carleton were less likely to report the occurrence of “Other institutional funding for students to attend scholarly/scientific meetings (not from supervisor grant)”. In addition, those with

a research advisor at the Doctoral level, they were less likely to report the occurrence of having “Co-authored in refereed journals with your program faculty” and “Publishing as the sole or first author in a refereed journal”.

<b>Table 9A: Occurrence and Involvement with Presentations and Publications</b>					
	<b>Master's</b>		<b>Doctoral</b>		
	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 at least once	
				1-2 x	3x +
<b>All students</b>					
Seminars/colloquia at which students present their research	64%	78%	83%	40%	46%
Departmental/faculty funding for students to attend scholarly/scientific meetings (not from supervisor/advisor grant)	32%	48%	50%	51%	20%
Other institutional funding for students to attend scholarly/scientific meetings (not from supervisor grant)	23%	28%	31%	53%	10%
Scholarly meetings	39%	76%	56%	30%	60%
<b>For those with a research advisor only</b>					
Deliver any papers or present a poster at scholarly/scientific meetings	50%	70%	69%	40%	48%
Co-authored in referred journals with your program faculty	29%	68%	42%	47%	27%
Published as sole or first author in a refereed journal	22%	50%	43%	59%	19%

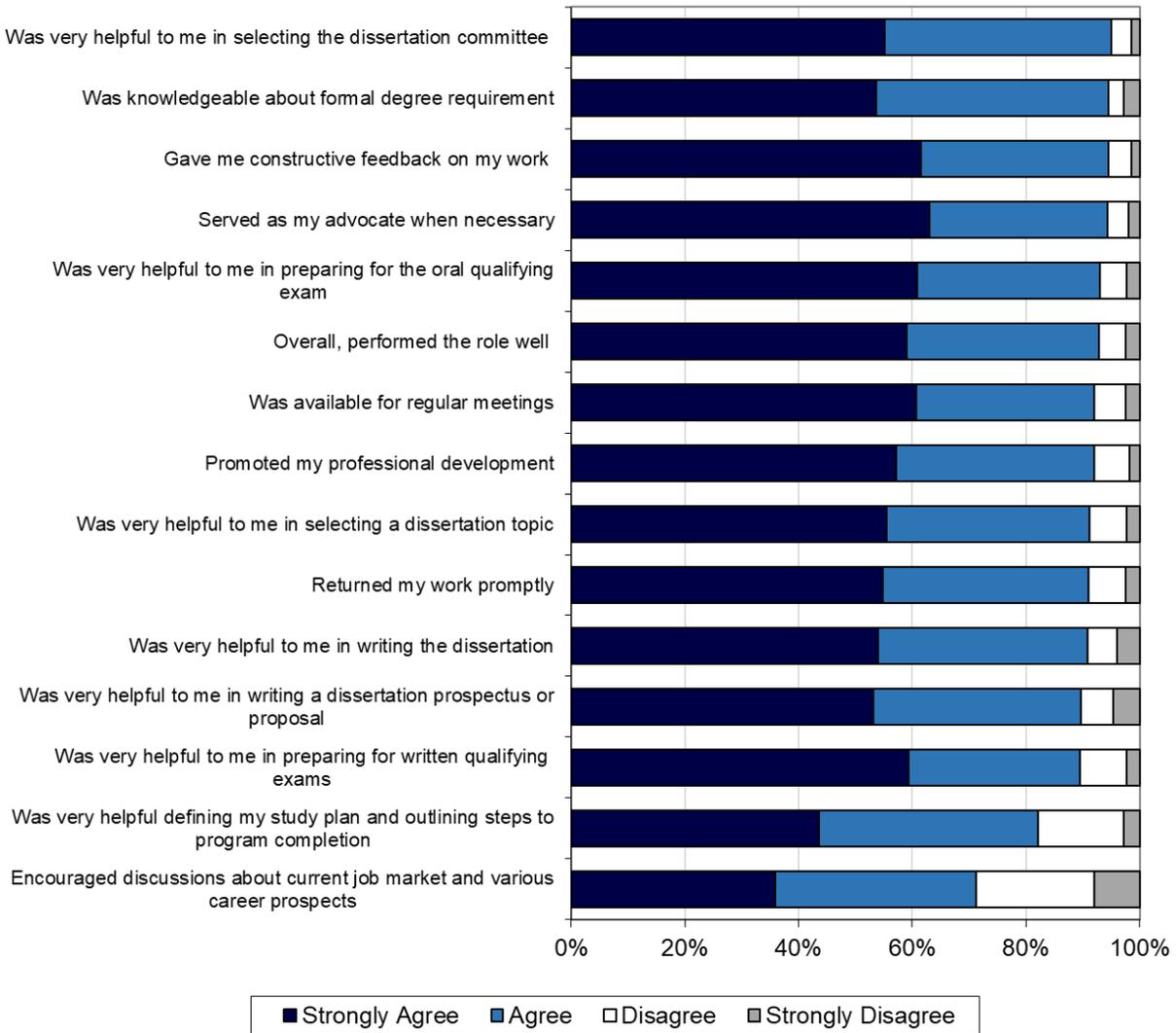
<b>Table 9B: Occurrence and Involvement with Presentations and Publications</b>					
<b>Carleton compared with the Rest of Ontario, by Degree</b>					
	<b>Master's</b>		<b>Doctoral</b>		
	A. Occurs in department (% said yes)	B. If yes to part A	A. Occurs in department (% said yes)	B. If yes to part A	
		% involved at least once		% involved	1-2 x
<b>All students</b>					
Seminars/colloquia at which students present their research	64% (ON: 56%)	78%	83%	40%	46%
Departmental funding for students to attend scholarly/scientific meetings (not from supervisor grant)	32% (ON: 27%)	48%	50%	52%	20%
Other institutional funding for students to attend scholarly/scientific meetings (not from supervisor grant)	23%	28%	31% (ON: 40%)	53%	10%
Scholarly meetings	39% (ON: 32%)	76%	56%	30%	60%
<b>For those with a research advisor only</b>					
Deliver any papers or present a poster at scholarly/scientific meetings	50%	70%	69%	40%	48%
Co-authored in refereed journals with your program faculty	29%	68%	42% (ON: 48%)	47%	27%
Published as sole or first author in a refereed journal	22%	50%	43% (ON: 48%)	59%	19%

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** show the results for Master's and Doctoral respondents, respectively, sorted by the proportion of respondents who chose "Strongly Agree" and "Agree", from highest to the lowest.

**Figure 8A: Advisor: Master's Respondents**



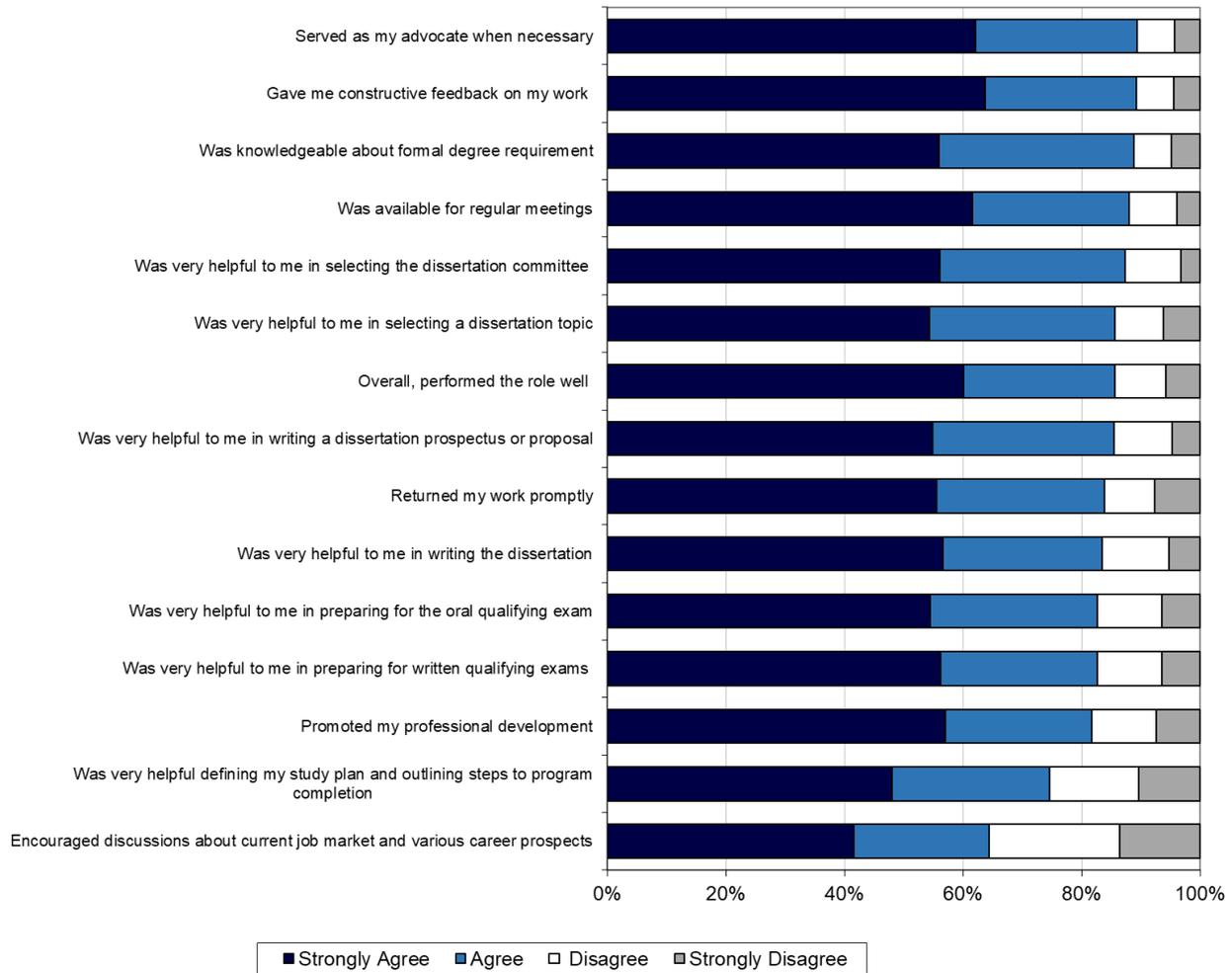
The highest-rated items among Master’s respondents were their acknowledgment that their advisor or supervisor was very helpful to them in selecting the dissertation committee (95% “Strongly Agree” and “Agree”), and their advisor or supervisor was knowledgeable about formal degree requirements (95%). The lowest-rated item was related to have the encouraged discussions with their advisor or supervisor about current job market and various career prospects (71%). (Figure 8A).

Across the 2022 and 2025 surveys, Carleton Master’s respondents expressed comparable levels of agreement with statements assessing their advisors.

At Carleton University, Master’s respondents were slightly more likely than those at other Ontario universities to report that their advisors were knowledgeable about formal degree requirements (95%

compared to 93%). However, they were slightly less likely to say their advisors were very helpful in defining their study plans and outlining the steps needed to complete their programs (82% compared to 83%), with both differences being statistically significant.

**Figure 8B: Advisor: Doctoral Respondents**



Among Doctoral respondents, the highest-rated items were agreement that their advisor or supervisor served as their advocate, when necessary (89% “Strongly Agree” and “Agree”), gave them constructive feedback on their work (89%), and had knowledge about formal degree requirements (89%). The lowest-rated items were being encouraged to have discussions with their advisor or supervisor about the current job market and various career prospects (64%), and their advisor or supervisor was very helpful defining their study plan and outlining steps to program completion (75%) (Figure 8B).

Compared to 2022, Carleton’s Doctoral respondents in 2025 reported lower levels of agreement with the following statements about their advisors:

- Encouraged discussions about the current job market and various career prospects (64% “Strong Agree and Agree” vs. 74%)
- Overall, performed the role well (86% vs. 92%)

Among Carleton’s Doctoral students, a smaller percentage indicated that their advisors encouraged discussions about the current job market and career opportunities (64% compared to 70%) or actively promoted their professional development (82% compared to 86%).

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 2025 results were consistent with those from 2022 and aligned with the average reported by respondents from other Ontario universities.

	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%	41%	46%	20%	43%	36%
Your writing of the dissertation draft	33%	42%	25%	37%	42%	21%

In terms of advisory committees, 32% of Carleton Master’s students and 57% of Doctoral students reported having one, significantly lower than the averages for Ontario universities (54% for Master’s and 74% for Doctoral). Carleton students were also less likely to say their committees expected a written progress report at least once a year (Master’s: 35% vs. 51%; Doctoral: 37% vs. 55%).

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**).

	Master's	Doctoral
My advisory committee expects to receive from me a written progress report, at least once a year	35%	37%
I am expected to meet at least annually with my advisory committee	57%	39%
I have already interacted at least once with my advisory committee	68%	83%

When asked whether their advisory committee expects a written progress report at least once a year, 65% of Carleton Master's respondents and 63% of Doctoral respondents said "No". This is notably higher than the averages for other Ontario universities, where 49% of Master's and 46% of Doctoral respondents reported the same.

Sixty-one percent of Carleton Doctoral students indicated that they were not expected to meet with their advisory committee at least once per year, compared to 39% across Ontario. Additionally, Carleton Doctoral students reported formal meetings with their committees about 6% less frequently than the provincial average.

### **Financial Support**

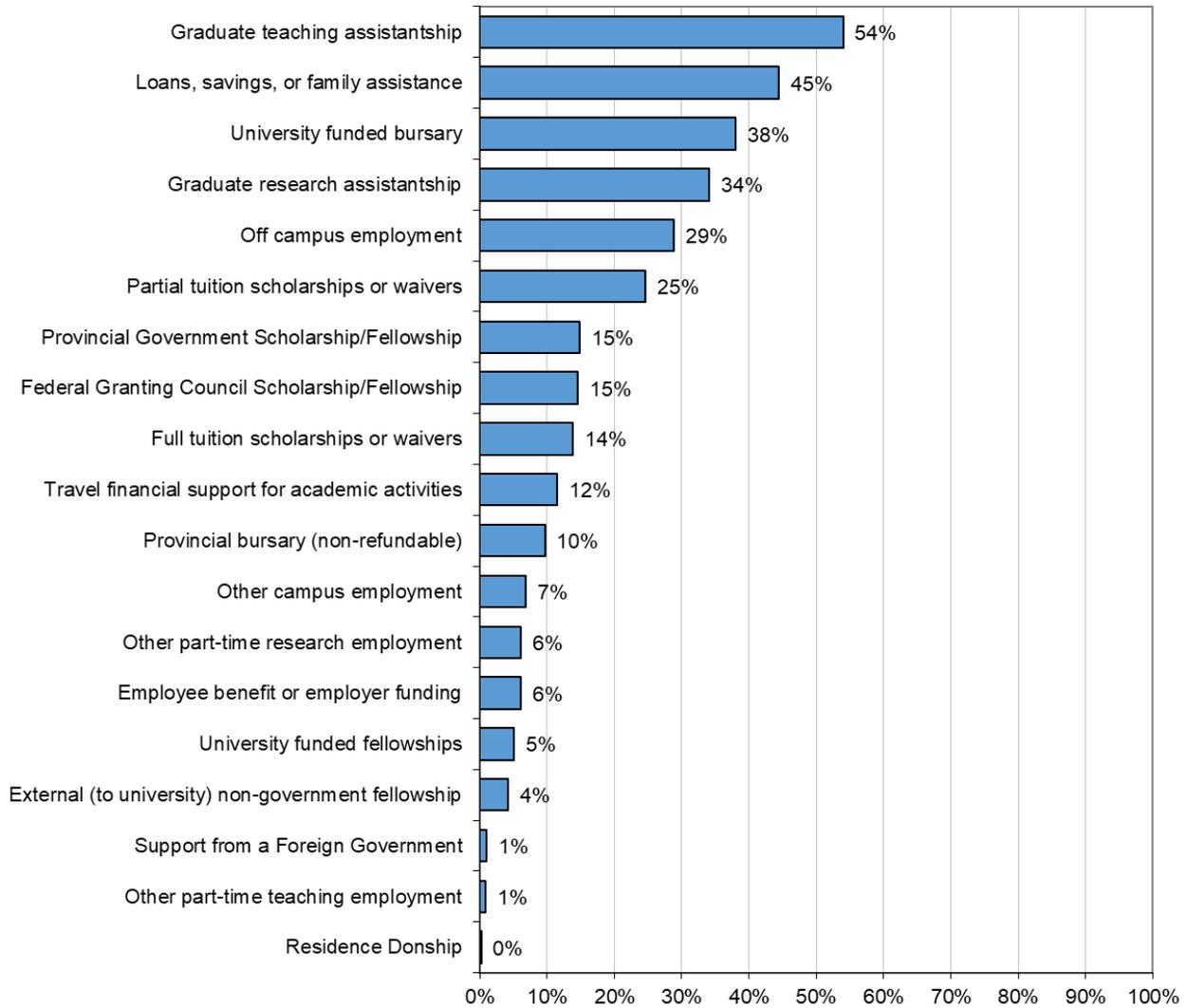
Respondents were asked to select from a list of all forms of financial support that they received while enrolled in their program. **Figure 9** shows the types of support that Master's respondents reported receiving at Carleton. Master's respondents rated similarly to 2022, with one exception: more Master's respondents reported "Travel financial support for academic activities" (12% vs. 4% in 2022).

Compared to the rest of Ontario, Carleton Master's respondents received more "Federal granting council scholarship/ fellowship" (15% vs. 11%), "University funded bursary" (38% vs. 25%), "Full tuition scholarships or waivers" (14% vs. 7%), "Partial tuition scholarships or waivers" (25% vs. 14%), "Graduate research assistantship" (34% vs. 14%), "Graduate teaching assistantship" (54% vs. 27%), and "Other part-time research employment" (6% vs. 4%).

Compared with the rest of Ontario, Carleton Master's respondents were more likely to receive multiple forms of financial support, especially "Graduate research assistantship" (34% vs. 14%), "Graduate teaching assistantship" (54% vs. 27%), which stood out as notably more common.

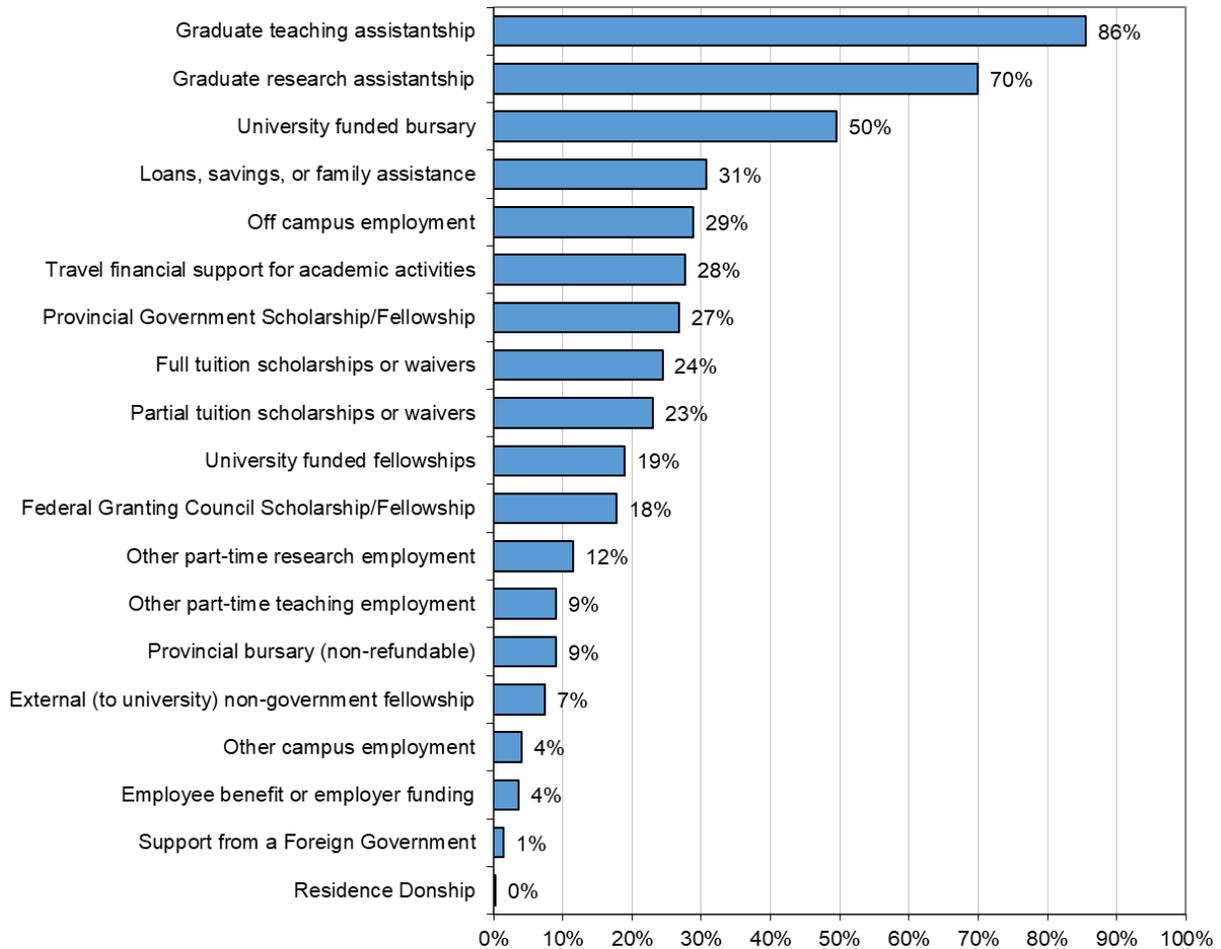
On the other hand, they received less "University funded fellowships" (5% vs. 13%), and "Other part-time teaching employment" (1% vs. 3%).

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



Compared to Master’s respondents, Doctoral respondents at Carleton were more likely to receive funding from a wider variety of sources (**Figure 10**). Between 2025 and 2022, There were some statistically significant increases among Doctoral respondents in the following areas: “Travel financial support for academic activities” (28% in 2025 vs. 15% in 2022), “Graduate research assistantship” (70% vs. 63%), and “Off campus employment” (29% vs. 22%).

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

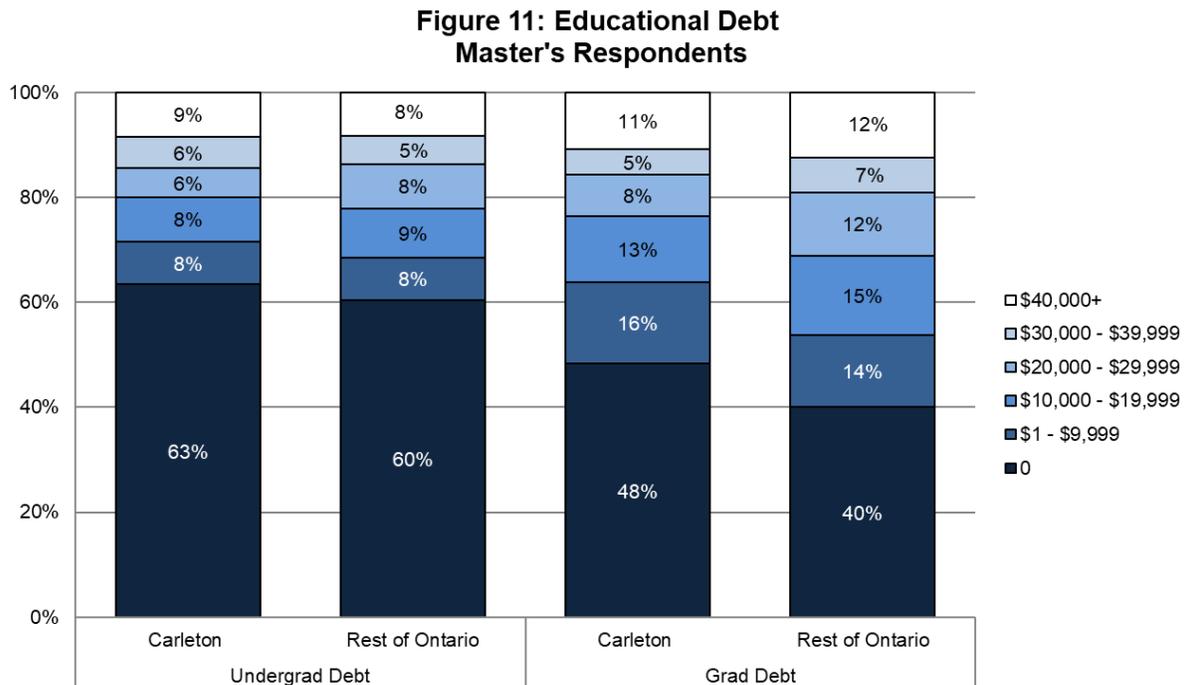


In comparison to the average for the rest of Ontario, Carleton Doctor’s respondents reported receiving less “Federal granting council scholarships/fellowships” (18% vs. 24% Ontario), “External (to university) non-government fellowships” (7% vs. 11%), “University funded fellowships” (19% vs. 40%), and “Other on-campus employment” (4% vs. 8%).

At the same time, Carleton Doctor’s respondents received more “Provincial bursary (non-refundable)” (9% vs. 6%), “University funded bursary” (50% vs. 36%), “Partial tuition scholarships or waivers” (23% vs. 10%), “Graduate research assistantship” (70% vs. 49%), “Graduate teaching assistantship” (86% vs. 68%), and “Off-campus employment” (29% vs. 20%).

## 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. Among Carleton’s respondents in Master’s programs, 37 percent reported having undergraduate debt and 52 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 for the rest of Ontario.

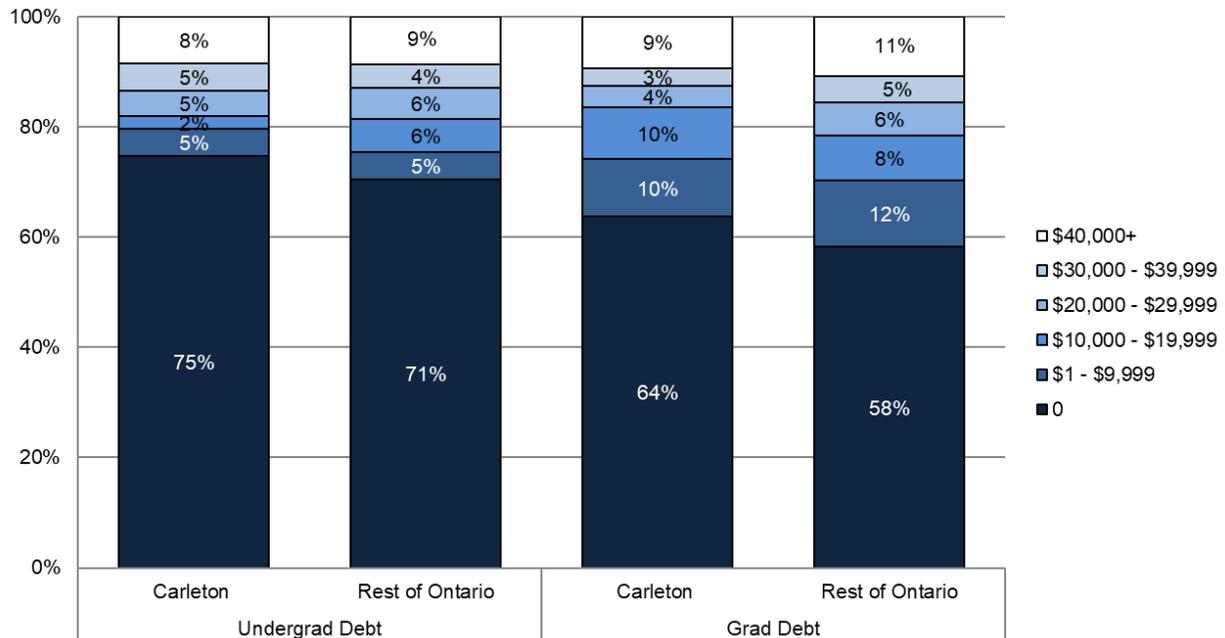


Undergraduate debt levels among Carleton Master’s respondents were similar with provincial trends. In contrast, expectations of graduate debt showed a statistically significant difference: 52% of Carleton respondents reported graduate debt, compared with 60% at other Ontario institutions.

Comparing debt levels reported in 2022 and 2025 shows that Master’s respondents in 2025 were slightly less likely to have undergraduate debt (63%) than respondents in 2022 (67%). In addition, 48% of respondents in 2025 reported having graduate debt, compared with 47% in 2022. All these differences were statistically significant.

Although undergraduate debt levels reported by Carleton Doctoral respondents were similar to those at other Ontario universities, graduate debt was statistically significantly lower at Carleton (36%) compared with Ontario universities overall (42%). **Figure 12** illustrates how these figures compare between Carleton Doctoral respondents and the rest of Ontario universities. The distribution of both graduate and undergraduate debt among Carleton Doctoral respondents was similar with provincial trends.

**Figure 12: Educational Debt Doctoral Respondents**



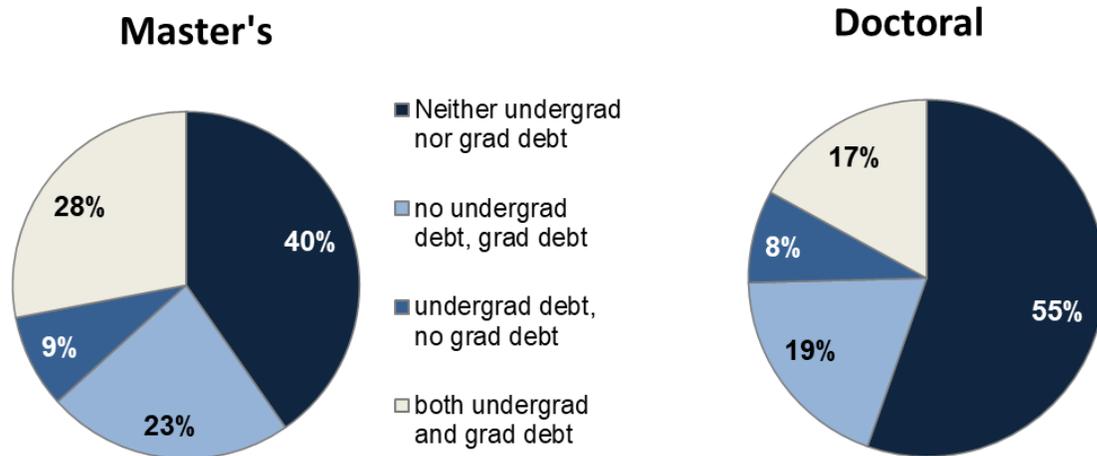
Carleton Doctoral respondents were significantly less likely to report having graduate debt in 2025, compared to those in 2022 (36% vs. 43% in 2022). The distribution of debt over time was similar, for both undergraduate and expected graduate debt.

**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 (40% vs. 35% of Ontario), and less likely to have both undergraduate and graduate debt (28% vs. 34%). Carleton Doctoral respondents were similar to their provincial counterparts.

There are no statistically significant changes over time for both Master’s and Doctoral respondents.

At Carleton there are statistically significant differences in the combination of debt reported between Master’s and Doctoral respondents as shown in **Figure 13**.

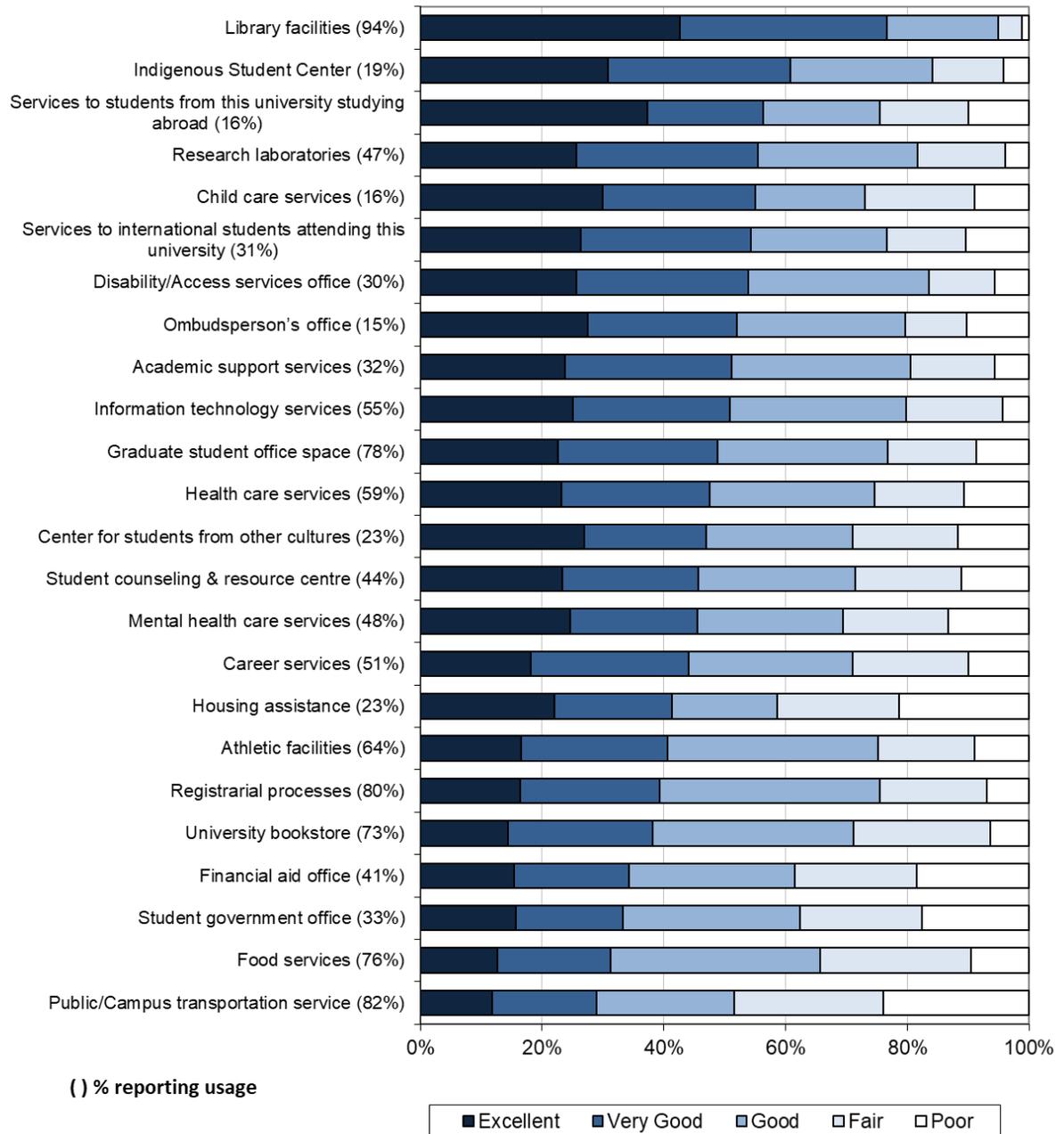
**Figure 13: Carleton Respondents' Combinations of UG and Grad Debt**



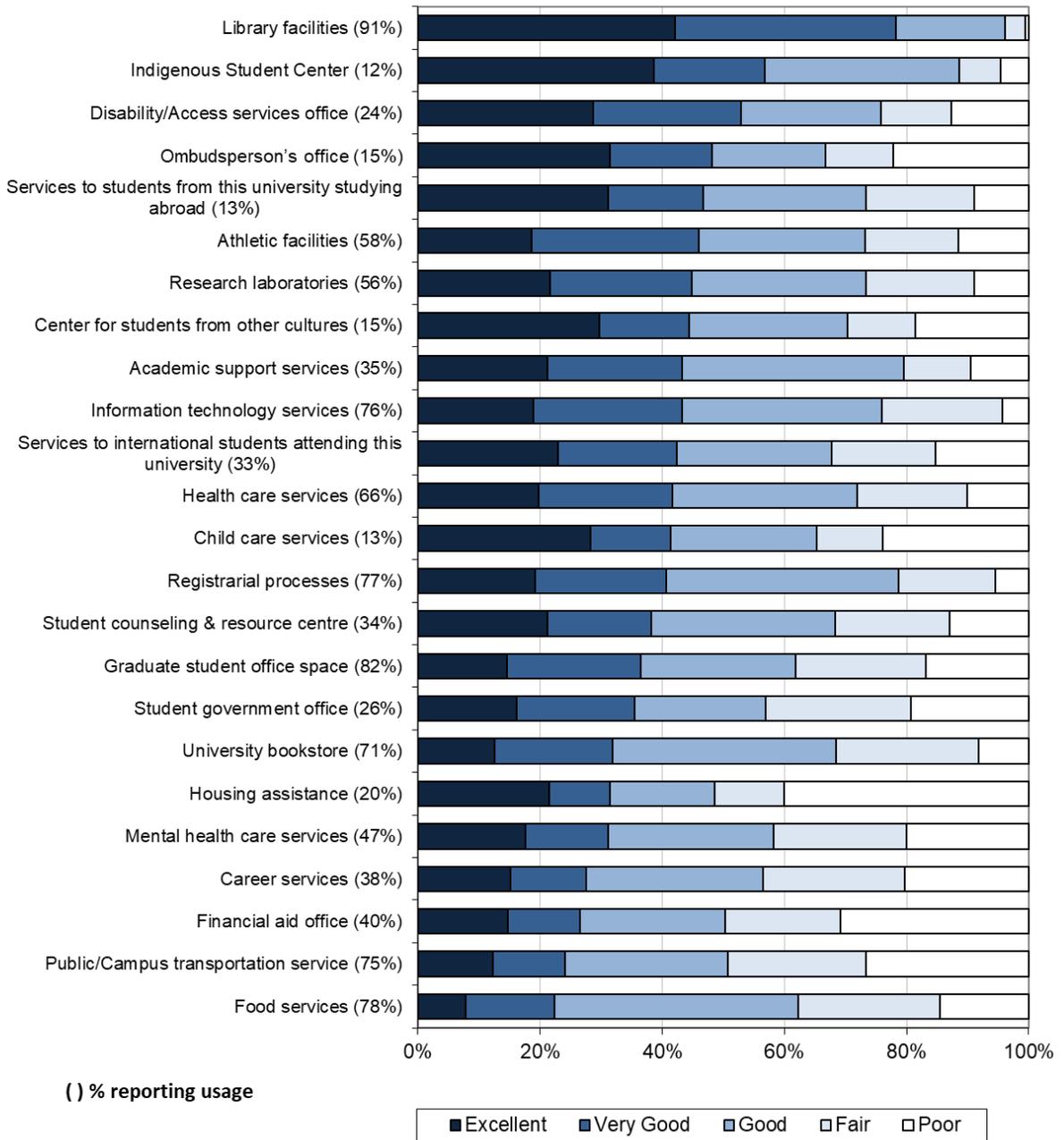
**University Resources and Student Life**

Respondents were asked to rate the quality of the resources that they have used while in their current graduate program. **Figures 14 and 15** show the results for both Master's and Doctoral respondents at Carleton, sorted by the proportion of respondents who chose "Excellent" and "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 for a number of services were statistically different from the average of the rest of Ontario (Table 12). Carleton's respondents were generally more likely to have a lower level of satisfaction than their provincial counterparts in cases where differences were noted.

<b>Table 12: University Resources</b>			
	<b>% Excellent + Very good</b>		<b>Carleton More Positive (+) or More Negative (-)</b>
	<b>Carleton</b>	<b>Rest of Ont.</b>	
<b>Master's Respondents</b>			
Public/Campus transportation service (82%) *	29%	44%	-
Library Facilities (94%)	77%	69%	+
University bookstore (74%)	38%	42%	-
Athletic facilities (64%)	41%	55%	-
Student government office (33%)	33%	45%	-
Food services (76%)	31%	33%	-
<b>Doctoral Respondents</b>			
Public/Campus transportation service (75%)	24%	38%	-
Food services (78%)	22%	24%	-
Graduate student office space (82%)	37%	45%	-
Athletic facilities (58%)	46%	51%	-
Financial aid office (40%)	27%	30%	-

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

For both Master’s and Doctoral students, satisfaction with university resources showed no notable changes over time apart from the following areas:

Master’s respondents rated lower in 2025 than 2022 in:

- Graduate student office space (49% “Excellent and Very Good” in 2025 vs. 54% in 2022)
- Financial aid office (27% vs. 32%)
- Athletic facilities (41% vs. 57%)
- Public / Campus transportation service (29% vs. 35%)
- Food services (31% vs. 41%)

Doctoral respondents rated lower in 2025 than 2022.

- Public/Campus transportation service (24% vs. 29%)
- Food services (22% vs. 30%)
- Financial aid office (27% vs. 32%)

Both Master’s and Doctoral respondents rated “Library facilities” higher in 2025 than in 2022: 77% (“Excellent” and “Very Good”) vs. 69% for Master’s respondents, and 78% vs. 72% for Doctoral respondents.

## Conclusion

Participation in the 2025 Canadian Graduate and Professional Student Survey has yielded a wide variety of information on Carleton's graduate students.

In general, Carleton respondents, both Master's and Doctoral, rated their academic and overall experiences higher than their student life experience. In addition, Master's respondents rated their overall experience and graduate program more highly than Doctoral students. Since the 2022 survey, satisfaction has increased in overall experience and student life experience for Master's respondents at Carleton. In addition, although Carleton respondents reported higher overall satisfaction on most questions compared to the provincial average at the Master's level, satisfaction was lower at the Doctoral level.

For the most part, "Satisfaction with program quality, interactions, and coursework" remained largely consistent between the 2025 and 2022 survey cycles. A small number of areas showed declines, including lower satisfaction at the Master's level with the "Intellectual quality of fellow students", and at the Doctoral level with the "Overall quality of relationships with supervisors or advisors". Differences were also observed when comparing Carleton Master's respondents with those across the province, with Carleton students reporting lower "Satisfaction with the availability of required area courses and opportunities for student collaboration or teamwork", but higher satisfaction with the "Support received from non-academic staff members".

Master's respondents at Carleton generally reported similar levels of quality in professional skills development comparable to those reported across Ontario. However, some areas were identified where perceptions of quality were lower. Students in research-based programs reported lower level of quality related to "Advice, workshops, or training on writing grant proposals", as well as fewer "Opportunities for internships, practicum placements, and experiential learning as part of their programs". Similarly, students in course-based Master's programs noted a decline in the perceived quality of "Advice, workshops, or training focused on the transferability of professional skills gained during their graduate studies".

CGPSS also asks a set of questions on student finances and debt. In 2025, both Master's and Doctoral respondents at Carleton reported that the biggest obstacle to academic progress is financial pressure. Carleton graduate students rely more on institution-based funding and employment than external fellowships. Master's students reported similar funding patterns to 2022, with increased travel financial support. Moreover, it has been reported that they received more bursaries, tuition waivers, and

research and teaching assistantships than the Ontario average. Doctoral students accessed a wider range of funding and saw increases in travel support and research and teaching assistantships but received fewer external and university fellowships than their Ontario peers. Compared to 2022, Doctoral respondents were more likely to show “Off-campus employment” as a source of financial support as well. In addition, Master’s respondents at Carleton were less likely to report carrying educational debt compared to respondents from the rest of the province, as well as to those in the 2022 survey.

For more information on Carleton University, and the results of the surveys in which it participates, please go to the OIRP website at <http://oirp.carleton.ca>.

**APPENDIX A – Data Tables from Selected Graphs**

<b>Table A1: From Figure 4 - Satisfaction with Program, Quality of Interactions, Coursework</b>					
<b>Master's respondents at Carleton</b>					
	Excellent	Very Good	Good	Fair	Poor
Advice on the availability of financial support	12%	18%	30%	24%	16%
Opportunities to take coursework outside my own department	15%	23%	29%	19%	14%
Opportunities to engage in interdisciplinary work	20%	27%	30%	16%	8%
Quality of academic advising and guidance	19%	30%	27%	17%	7%
Availability of area courses I needed to complete my program	21%	29%	25%	16%	9%
Amount of coursework	16%	36%	34%	11%	4%
Support received from non-academic staff members (Dept / Program admin, tech, etc.)	27%	31%	22%	13%	7%
Relationship of program content to my research / professional goals	26%	34%	25%	11%	4%
Opportunities for student collaboration or teamwork	27%	35%	27%	8%	4%
The intellectual quality of my fellow students	26%	38%	24%	9%	2%
The relationship between faculty and graduate students	32%	34%	24%	7%	3%
Overall quality of graduate level teaching by faculty	30%	40%	21%	7%	3%
Overall quality of my relationship with my supervisor / advisor	55%	24%	14%	5%	3%
The intellectual quality of the faculty	46%	36%	14%	3%	2%

<b>Table A2: From Figure 5 - Satisfaction with Program, Quality of Interactions, Coursework</b>					
<b>Doctoral respondents at Carleton</b>					
	Excellent	Very Good	Good	Fair	Poor
Advice on the availability of financial support	10%	20%	27%	21%	23%
Opportunities to take coursework outside my own department	16%	26%	30%	18%	9%
Opportunities for student collaboration or teamwork	16%	27%	26%	17%	14%
Opportunities to engage in interdisciplinary work	22%	22%	29%	17%	10%
Amount of coursework	17%	32%	34%	13%	4%
Availability of area courses I needed to complete my program	22%	27%	26%	17%	9%
Quality of academic advising and guidance	22%	27%	27%	15%	9%
Relationship of program content to my research / professional goals	25%	29%	24%	14%	8%
The relationship between faculty and graduate students	29%	28%	24%	13%	7%
Support received from non-academic staff members (Dept / Program admin, tech, etc.)	32%	28%	21%	12%	7%
Overall quality of graduate level teaching by faculty	27%	34%	25%	11%	4%
The intellectual quality of my fellow students	23%	39%	25%	9%	3%
The intellectual quality of the faculty	43%	33%	16%	6%	2%
Overall quality of my relationship with my supervisor / advisor	57%	20%	10%	8%	5%

<b>Table A3A: From Figure 6A - Satisfaction with Professional Skills Development</b>							
<b>Master's Respondents in Research-Based Programs at Carleton</b>							
	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Courses, workshops, tools or orientation on teaching	21%	25%	31%	18%	5%	16%	5%
Advice/workshops/tools on preparing for candidacy examinations	21%	23%	26%	17%	12%	34%	23%
Feedback on your research	29%	34%	20%	11%	6%	8%	6%
Advice/workshops/tools on the standards for academic writing in your field	20%	27%	32%	13%	9%	24%	3%
Advice/workshops/tools on writing grant proposals	14%	20%	33%	17%	16%	32%	6%
Advice/workshops/tools on publishing your work	15%	20%	27%	18%	21%	30%	6%
Advice/workshops/tools on job searching (CV preparation, interview skills, etc.)	15%	20%	26%	22%	16%	32%	5%
Advice/workshops/tools on career options within academia	14%	19%	26%	21%	20%	33%	6%
Advice/workshops/tools on career options outside academia	12%	21%	22%	25%	21%	25%	6%
Advice/workshops/tools about research positions	13%	18%	29%	23%	17%	27%	5%
Advice/workshops/tools about research ethics in human subject research	22%	27%	24%	16%	10%	29%	12%
Advice/workshops/tools about research ethics in the use of animals	25%	21%	22%	17%	16%	42%	26%
Advice/tools on intellectual property issues	17%	22%	21%	22%	18%	35%	12%
Opportunities for internships, practicum, and experiential learning as part of the program	17%	17%	23%	23%	20%	27%	8%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	22%	23%	26%	17%	12%	16%	3%
Advice/workshops/tools on thesis writing process	18%	22%	29%	19%	12%	29%	4%
Advice/workshops/tools on EDI and intercultural competencies	21%	23%	30%	16%	10%	29%	7%
Advice/workshops/tools on indigenization/reconciliation (with Indigenous People)	23%	23%	24%	16%	13%	32%	10%
Advice/workshops/training on the transferability of your professional skills acquired during your graduate studies, towards the workforce (such as management, communication, collaboration, etc.)	14%	23%	26%	19%	19%	27%	4%

<b>Table A3B: From Figure 6B - Satisfaction with Professional Skills Development</b>							
<b>Master's Respondents in Course-Based Programs at Carleton</b>							
	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Advice/workshops/tools on the standards for writing in your profession	23%	29%	29%	13%	4%	19%	2%
Advice/workshops/tools on professional ethics	21%	36%	28%	9%	6%	18%	3%
Advice/workshops/tools on job preparation and professional practice	22%	31%	25%	15%	7%	14%	1%
Opportunities for internships, practicum, and experiential learning as part of the program	27%	26%	20%	13%	15%	11%	4%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	27%	31%	24%	9%	9%	7%	1%
Advice/workshops/tools on EDI and intercultural competencies	19%	31%	29%	12%	8%	21%	4%
Advice/workshops/tools on indigenization/reconciliation (with Indigenous People)	21%	30%	25%	15%	10%	24%	7%
Advice/workshops/training on the transferability of your professional skills acquired during your graduate studies, towards the workforce (such as: management, communication, collaboration, etc.)	18%	27%	28%	15%	12%	14%	3%

<b>Table A4: From Figure 7 - Satisfaction with Professional Skills Development</b>							
<b>Doctoral Respondents at Carleton</b>							
	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Courses, workshops, tools or orientation on teaching	20%	24%	28%	18%	10%	13%	1%
Advice/workshops/tools on preparing for candidacy examinations	14%	19%	22%	18%	27%	21%	8%
Feedback on your research	32%	25%	23%	14%	6%	4%	2%
Advice/workshops/tools on the standards for academic writing in your field	17%	24%	28%	18%	13%	23%	1%
Advice/workshops/tools on writing grant proposals	16%	20%	25%	18%	21%	22%	2%
Advice/workshops/tools on publishing your work	12%	18%	31%	18%	21%	22%	3%
Advice/workshops/tools on job searching (CV preparation, interview skills, etc.)	12%	17%	27%	21%	23%	28%	2%
Advice/workshops/tools on career options within academia	12%	15%	26%	23%	24%	23%	2%
Advice/workshops/tools on career options outside academia	10%	13%	24%	22%	31%	27%	2%
Advice/workshops/tools about research positions	9%	13%	25%	25%	27%	24%	3%
Advice/workshops/tools about research ethics in human subject research	20%	26%	20%	17%	17%	27%	11%

Advice/workshops/tools about research ethics in the use of animals	24%	17%	22%	15%	22%	36%	32%
Advice/tools on intellectual property issues	18%	18%	17%	20%	27%	37%	12%
Opportunities for internships, practicum, and experiential learning as part of the program	13%	19%	19%	20%	30%	27%	10%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	17%	21%	27%	16%	19%	17%	4%
Advice/workshops/tools on thesis writing process	16%	19%	23%	24%	18%	27%	2%
Advice/workshops/tools on EDI and intercultural competencies	21%	19%	26%	19%	15%	28%	4%
Advice/workshops/tools on indigenization/reconciliation (with Indigenous People)	23%	16%	22%	20%	20%	33%	11%
Advice/workshops/training on the transferability of your professional skills acquired during your graduate studies, towards the workforce (such as: management, communication, collaboration, etc.)	15%	17%	21%	22%	25%	29%	4%

**Table A5: Figure 8A - Satisfaction with Advisor and Thesis  
Master's Respondents at Carleton**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Encouraged discussions about current job market and various career prospects	36%	35%	21%	8%
Was very helpful defining my study plan and outlining steps to program completion	44%	39%	15%	3%
Was very helpful to me in preparing for written qualifying exams	59%	30%	8%	2%
Was very helpful to me in writing a dissertation prospectus or proposal	53%	36%	6%	5%
Was very helpful to me in writing the dissertation	54%	37%	5%	4%
Returned my work promptly	55%	36%	6%	3%
Was very helpful to me in selecting a dissertation topic	56%	36%	7%	2%
Promoted my professional development	57%	35%	6%	2%
Was available for regular meetings	61%	31%	6%	2%
Overall, performed the role well	59%	34%	5%	2%
Was very helpful to me in preparing for the oral qualifying exam	61%	32%	5%	2%
Served as my advocate when necessary	63%	31%	4%	2%
Gave me constructive feedback on my work	62%	33%	4%	1%
Was knowledgeable about formal degree requirement	54%	41%	3%	3%
Was very helpful to me in selecting the dissertation committee	55%	40%	4%	1%

**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	42%	23%	22%	14%
Was very helpful defining my study plan and outlining steps to program completion	48%	27%	15%	10%
Promoted my professional development	57%	25%	11%	7%
Was very helpful to me in preparing for written qualifying exams	56%	27%	11%	7%
Was very helpful to me in preparing for the oral qualifying exam	55%	28%	11%	7%
Was very helpful to me in writing the dissertation	57%	27%	11%	5%
Returned my work promptly	56%	28%	9%	8%
Was very helpful to me in writing a dissertation prospectus or proposal	55%	31%	10%	5%
Overall, performed the role well	60%	26%	9%	6%
Was very helpful to me in selecting a dissertation topic	54%	31%	8%	6%
Was very helpful to me in selecting the dissertation committee	56%	31%	9%	3%
Was available for regular meetings	62%	27%	8%	4%
Was knowledgeable about formal degree requirement	56%	33%	6%	5%
Gave me constructive feedback on my work	64%	26%	6%	4%
Served as my advocate when necessary	62%	27%	6%	4%

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

	Excellent	Very good	Good	Fair	Poor
Public/Campus transportation service	12%	17%	23%	24%	24%
Food services	13%	19%	34%	25%	10%
Student government office	16%	18%	29%	20%	18%
Financial aid office	15%	19%	27%	20%	18%
University bookstore	14%	24%	33%	23%	6%
Registrarial processes	16%	23%	36%	18%	7%
Athletic facilities	17%	24%	35%	16%	9%
Housing assistance	22%	19%	17%	20%	21%
Career services	18%	26%	27%	19%	10%
Mental health care services	25%	21%	24%	17%	13%
Student counseling & resource centre	23%	22%	26%	17%	11%
Center for students from other cultures	27%	20%	24%	17%	12%
Health care services	23%	24%	27%	15%	11%
Graduate student office space	23%	26%	28%	14%	9%
Information technology services	25%	26%	29%	16%	4%
Academic support services	24%	27%	29%	14%	6%
Ombudsperson's office	28%	24%	28%	10%	10%
Disability/Access services office	26%	28%	30%	11%	6%
Services to international students attending this university	26%	28%	22%	13%	10%
Childcare services	30%	25%	18%	18%	9%
Research laboratories	26%	30%	26%	14%	4%
Services to students from this university studying abroad	37%	19%	19%	15%	10%
Indigenous Student Center	31%	30%	23%	12%	4%
Library facilities	43%	34%	18%	4%	1%

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

	Excellent	Very good	Good	Fair	Poor
Food services	8%	15%	40%	23%	15%
Public/Campus transportation service	12%	12%	27%	23%	27%
Financial aid office	15%	12%	24%	19%	31%
Career services	15%	12%	29%	23%	20%
Mental health care services	18%	14%	27%	22%	20%
Housing assistance	21%	10%	17%	11%	40%
University bookstore	13%	19%	37%	23%	8%
Student government office	16%	19%	22%	24%	19%
Graduate student office space	15%	22%	25%	21%	17%
Student counseling & resource centre	21%	17%	30%	19%	13%
Registrarial processes	19%	21%	38%	16%	5%
Childcare services	28%	13%	24%	11%	24%
Health care services	20%	22%	30%	18%	10%
Services to international students attending this university	23%	19%	25%	17%	15%
Information technology services	19%	24%	33%	20%	4%
Academic support services	21%	22%	36%	11%	9%
Center for students from other cultures	30%	15%	26%	11%	19%
Research laboratories	22%	23%	29%	18%	9%
Athletic facilities	19%	27%	27%	15%	11%
Services to students from this university studying abroad	31%	16%	27%	18%	9%
Ombudsperson's office	31%	17%	19%	11%	22%
Disability/Access services office	29%	24%	23%	11%	13%
Indigenous Student Center	39%	18%	32%	7%	5%
Library facilities	42%	36%	18%	3%	1%