

Summary of Results from the 2007 Canadian Graduate and Professional Student Survey (CGPSS)

Prepared by the Office of Institutional Research and Planning

December 2007
(revised April 2010)

Introduction

In January 2007, Carleton participated in the Canadian Graduate and Professional Student Survey (CGPSS) for the first time. This survey's focus is to assess graduate student's educational experiences and satisfaction levels. All other Ontario universities that have graduate programs also participated in the 2007 CGPSS, allowing for meaningful comparisons.

At Carleton, all graduate level students were e-mailed an invitation to participate in this on-line survey. Of the 2613 students who were invited, 929 responded, resulting in a response rate of 36 percent.

The analysis that follows will present results separately for Master's and Doctoral respondents. **Any differences between Carleton and the average Ontario results (excluding Carleton) will be noted only 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.

** Two corrections were made to this report in April 2010: i) age profile of doctoral respondents (figure 1), and ii) the doctoral respondent debt (figure 18).

Respondent Profile

While the overall response rate at Carleton was just over one third (36%) the survey response rate was higher for Doctoral students than it was for Master's students:

¹ Results were tested using chi-square tests of significance, where $\alpha < 0.05$

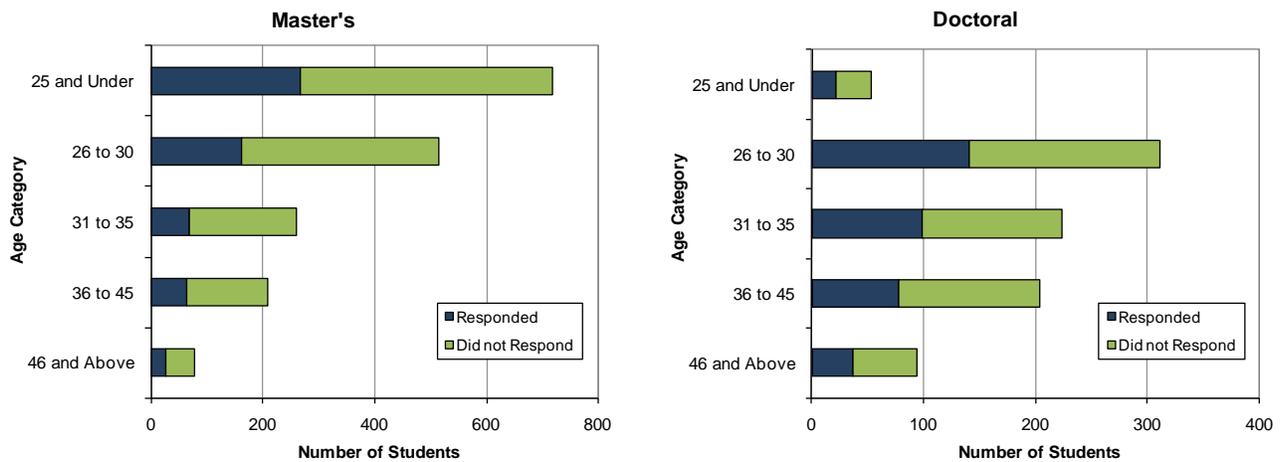
- 1747 Master's students, of which 567 responded (a response rate of 32%)
- 866 Doctoral students, of which 362 responded (a response rate of 42%)

Female students, as is often the case with surveys, were more likely to respond to the survey².

Table 1: Response Rates by Gender and Degree		
	Master's Response Rates	Doctoral Response Rates
Male	29%	39%
Female	35%	47%
Total	32%	42%

Response rates by age varied somewhat amongst Master's students, ranging from 27 percent (those aged 31 to 35) to 37 percent (25 and under). The response rate by age for Doctoral students saw similar variation, from a low of 38 percent (those aged 36 to 45) to a high of 45 percent (those aged 26 to 30). ** Figure 1 was corrected in April 2010.

Figure 1: Number of Students and Respondents By Age and Degree



² In response to this gender bias we experimented with weighting based on gender and degree but found that the conclusions did not change much and decided to continue the analysis based on unweighted results.

Doctoral students were more likely to respond to the survey, even when controlling for gender and age.

Table 2 details the respondent profile (and response rates) by academic Faculty. While Public Affairs had the largest number of Carleton’s graduate students (mostly at the Master’s level), the highest number of respondents were from Arts and Social Sciences due to their relatively high response rates, at both the Master’s level and the Doctoral level. Weighting was assigned to correct for what appears to be a response bias in faculty and degree, but since this did not affect the significance for most results, it was decided that the analysis for this report would be done on the unweighted data.

Table 2: Respondents by Faculty and Degree			
Master’s			
	Number of Students	Number of Respondents	Response Rate
Arts and Social Sciences	378	150	40%
Public Affairs	687	200	29%
Business	45	14	31%
Science	192	74	39%
Engineering and Design	445	129	29%
Total	1747	567	32%
Doctoral			
	Number of Students	Number of Respondents	Response Rate
Arts and Social Sciences	253	123	49%
Public Affairs	170	67	39%
Business	59	26	44%
Science	153	64	42%
Engineering and Design	231	82	35%
Total	866	362	42%

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 2**). In addition, when asked if they expected to graduate by the end of the current academic year, 37 percent of Master’s students answered that they were expecting to graduate, compared with 16 percent of Doctoral respondents.

Figure 2: Status of Program by Degree

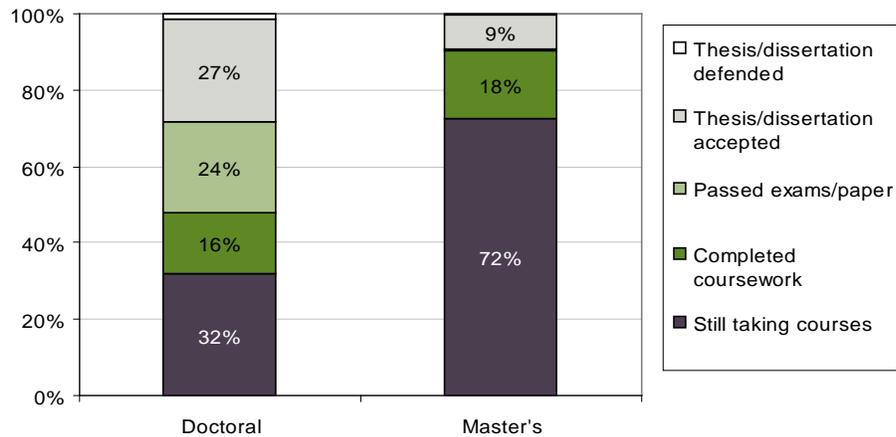


Table 3 summarizes respondents’ self-reported demographic characteristics, by degree. Also included is the demographic profile of graduate students at Carleton. This comparison shows that the CGPSS respondents were slightly more likely to female and Canadian citizens.

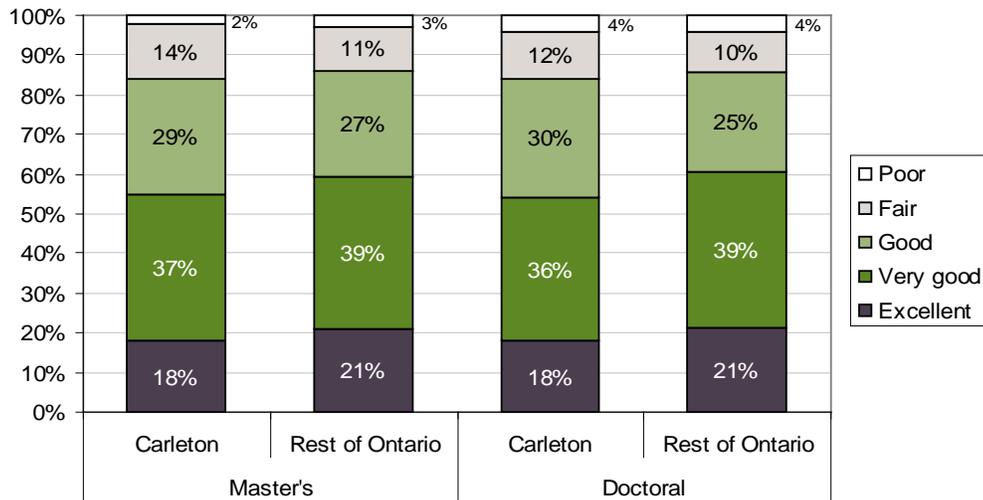
Table 3: Demographic Profile of Students and Respondents Carleton, by Degree				
	Master’s		Doctoral	
	% of Respondents	% of Students	% of Respondents	% of Students
Female	56%	50%	44%	40%
Canadian citizen	80%	72%	75%	65%
Canadian permanent resident	9%	13%	11%	22%
Aboriginal	2%	n/a	3%	n/a
Visible minority	35%	n/a	35%	n/a

General Assessment and Satisfaction

This section will summarize Carleton’s results from a number of CGPSS items related to general assessment as well as overall satisfaction. Included in the Master’s respondents from here on in are those who indicated a thesis or non-thesis option. As mentioned earlier, differences between Carleton and the rest of the Ontario universities will be noted when statistically significant.

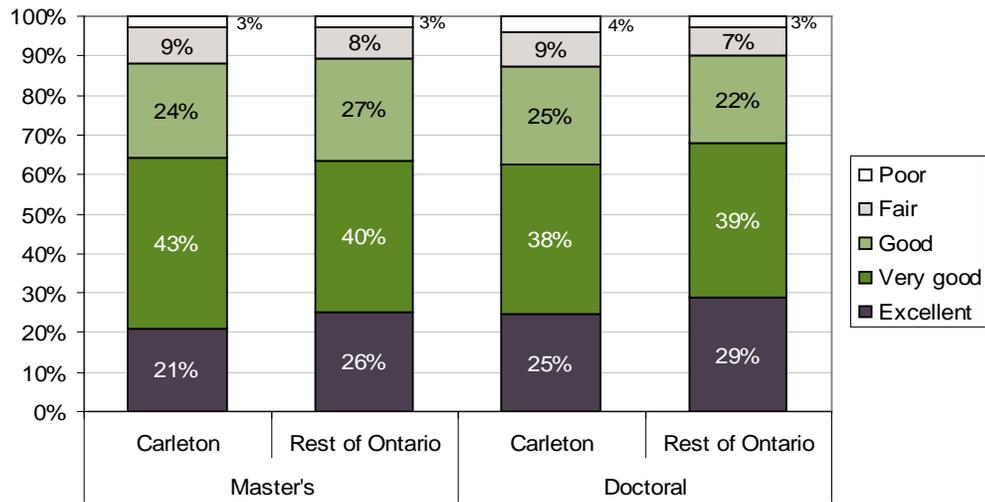
Figure 3 illustrates how respondents rated their overall experience at their university. Differences between Carleton and the rest of Ontario were not statistically significant.

Figure 3: Overall Experience at This University



The ratings that respondents gave to their overall academic experiences at their university can be seen in **Figure 4**. In general, both the Master’s and Doctoral level respondents were more likely to rate their academic experience higher than their overall experience. Once again, differences between Carleton and the rest of Ontario were not statistically significant.

Figure 4: Overall Quality of Academic Experience



Carleton’s results for the two remaining general assessment questions are shown in **Figure 5**. More than 80 percent of Carleton respondents gave at least a “good” rating to their graduate programs, whereas roughly three-quarters of respondents rated their student life experience as “good”, “very good” or “excellent”. No statistical differences between Carleton results and the average results for the rest of the Ontario universities.

**Figure 5: Graduate Program and Student Life
Carleton Respondents, by Degree**

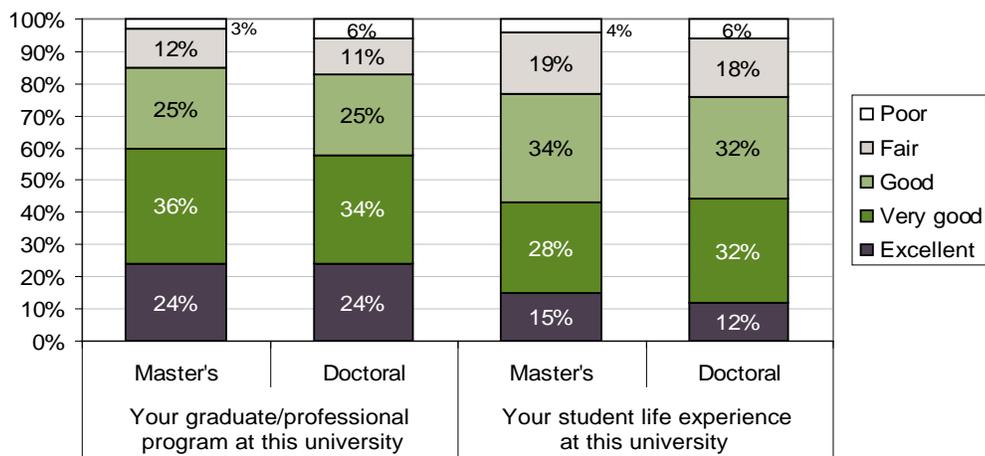


Table 4A shows the results of a series of general satisfaction questions. While the respondents answered the question on a five point scale, in order to simplify the table, “definitely” and “probably” were added together, as were “definitely not ” and “probably not”.

Table 4A: General Satisfaction 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?	65	23	12	61	24	15
If you were able to start your graduate career again, would you select the same field of study?	82	11	7	81	11	8
Would you recommend this university to someone considering your program?	72	19	9	68	20	13
Would you recommend this university to someone in another field?	48	38	14	50	39	12
If you were to start your graduate career again, would you select the same faculty supervisor?	73	17	10	77	9	14

Less than two thirds of Carleton respondents indicated that they would probably or definitely have chosen the same university if they were able to start their graduate career again, while more than 80 percent reported that they would have chosen the same field of study. Master’s respondents were more likely to say that they would recommend their university to someone considering their program or another field. Doctoral respondents were more likely to indicate that they would select the same faculty supervisor if they were to start their graduate career again.

There were a number of statistically significant differences when comparing results from Carleton’s respondents with the average for the rest of the provincial students. **Table 4B** shows the proportion of “definitely” or “probably” responses when there was shown to be a difference.

Table 4B: General Satisfaction, by Degree Carleton compared to Ontario (excluding Carleton)				
	Master's		Doctoral	
	Carleton	Ontario	Carleton	Ontario
If you were able to start your graduate career again, would you select the same university?	65	72	61	71
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?	similar		68	75
Would you recommend this university to someone in another field?	48	61	50	62
If you were to start your graduate career again, would you select the same faculty supervisor?	similar		similar	

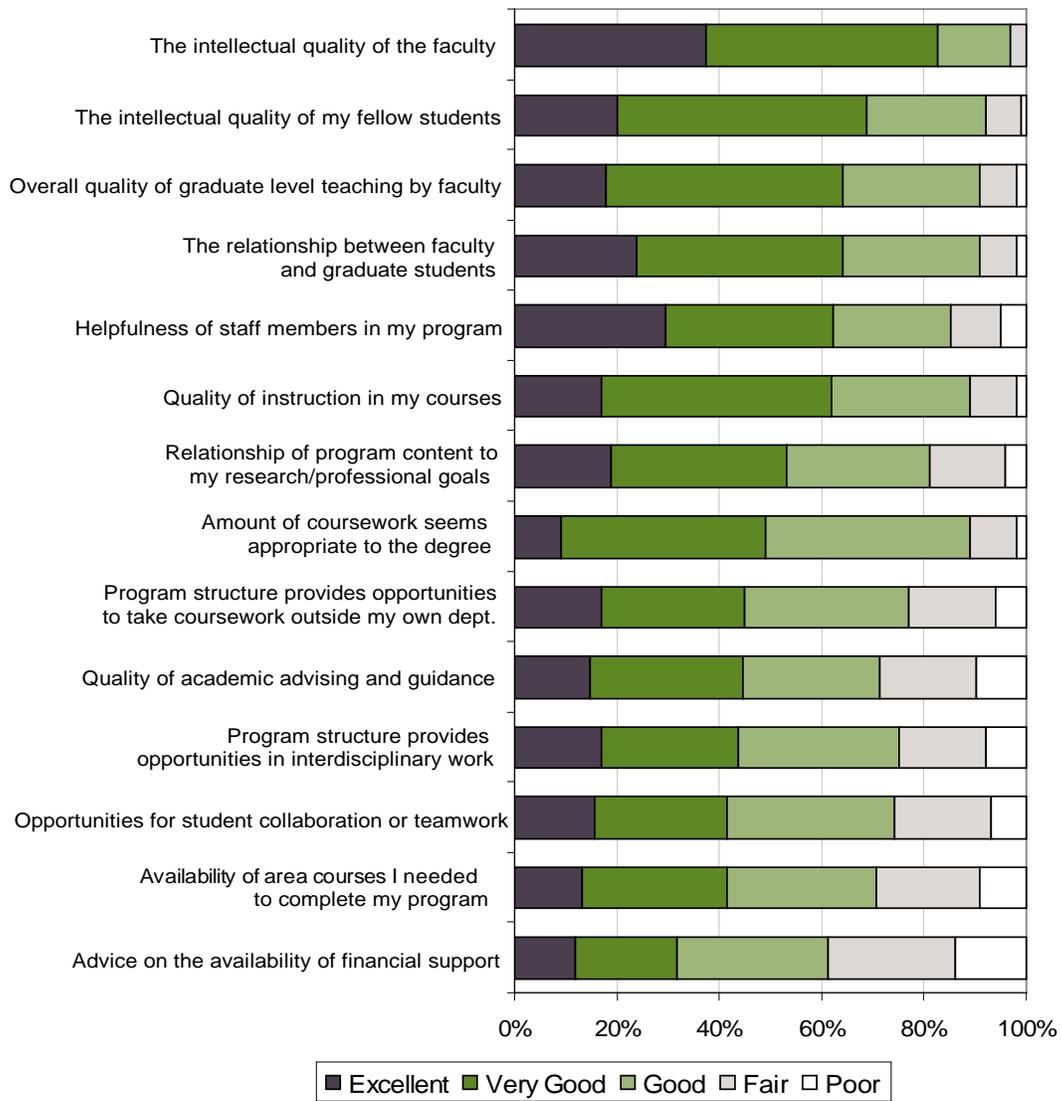
* Figures shown are proportions responding 'definitely' or 'probably'

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 6** below shows the results for this series of questions for Master's respondents at Carleton. This graph is sorted by the proportion of excellent and very good ratings. As can be seen in this chart, Master's respondents at Carleton are most satisfied with the intellectual quality of the faculty and their fellow students. At the bottom of this chart with the least satisfaction are the availability of needed courses and advice on the availability of financial support.

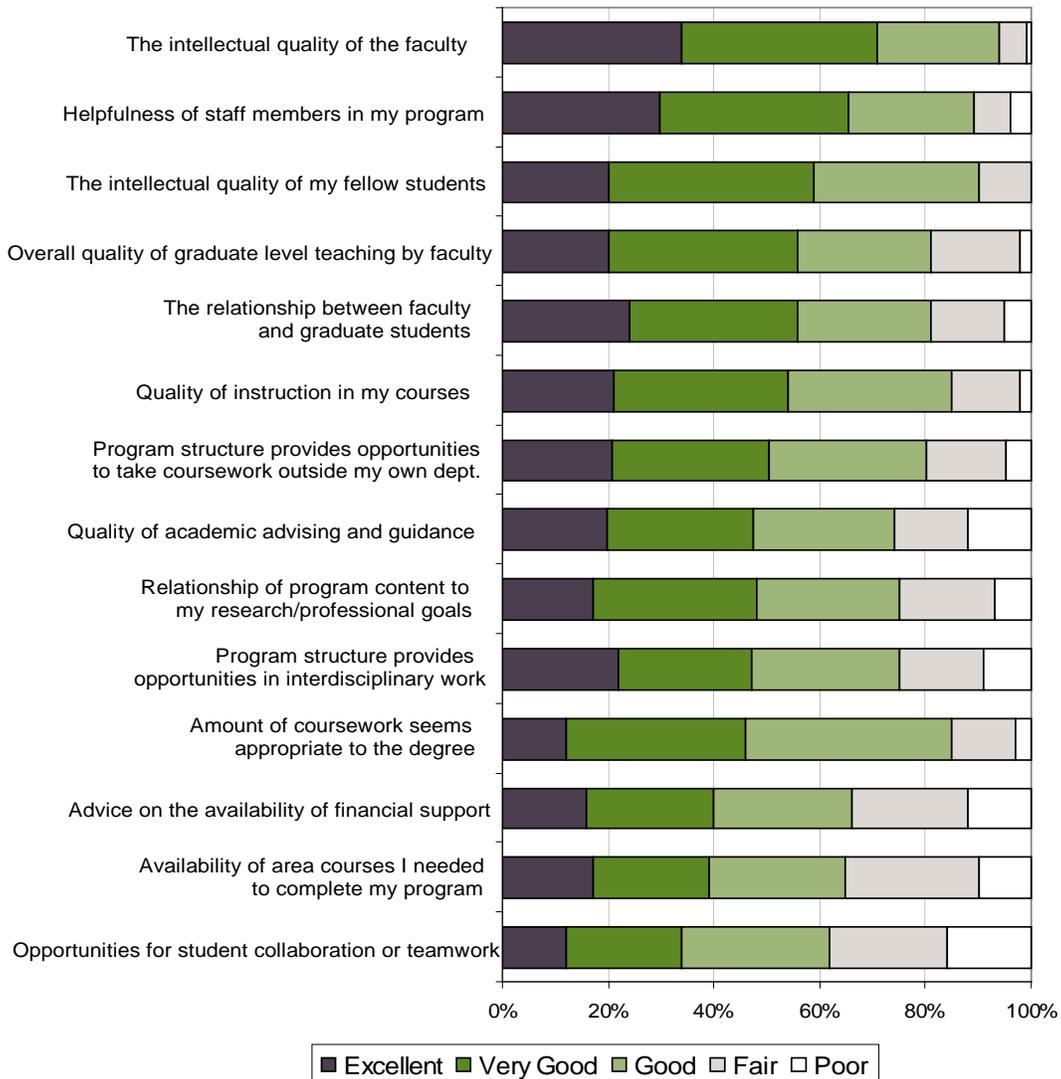
Please note that a more detailed outline (including proportions) of Carleton's results for this chart is included in **Appendix A**. Some differences were found between Master's respondents at Carleton their provincial counterparts (**see Table 5**).

**Figure 6: Satisfaction with Program, Quality of Interactions, Coursework
Master's Respondents at Carleton**



Results for Doctoral respondents are illustrated in **Figure 7**, and outlined in more detail in Appendix A. Carleton’s Doctoral respondents gave top marks to the intellectual quality of the faculty, as well as the helpfulness of staff members in their program. At the bottom of this chart, with the least satisfaction, are the availability of needed courses, as well as opportunities for student collaboration or teamwork.

**Figure 7: Satisfaction with Program, Quality of Interactions, Coursework
Doctoral Respondents at Carleton**



There were a few differences in satisfaction levels noted between Carleton and the average for the rest of the Ontario universities. **Table 5** outlines these differences for both MA and Doctoral respondents, noting where the difference was more positive or negative (based on the proportion of excellent or very good ratings).

Table 5: Satisfaction with Program, Quality of Interactions, Coursework Carleton compared to Ontario (excluding Carleton), by Degree			
	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Ontario	
Master's Respondents			
Program structure provides opportunities to take coursework outside my own department	45	40	+
Amount of coursework seems appropriate to the degree	49	45	+
Opportunities for student collaboration or teamwork	42	55	-
Availability of area courses I needed to complete my program	41	47	-
Doctoral Respondents			
Program structure provides opportunities to take coursework outside my own department	51	48	+
The intellectual quality of the faculty	71	83	-
The intellectual quality of my fellow students	59	68	-
Opportunities for student collaboration or teamwork	34	37	-

* Figures shown are proportions responding 'excellent' or 'very good'

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 6**).

	Master's			Doctoral		
	Not an obstacle	A minor obstacle	A major obstacle	Not an obstacle	A minor obstacle	A major obstacle
Work/financial commitments	28	41	31	27	32	40
Family obligations	57	32	11	41	39	19
Availability of faculty	66	29	6	62	27	11
Program structure or requirements	55	33	10	56	33	11
Course scheduling	55	35	11	68	27	5
Immigration laws or regulations	92	4	4	82	10	8

Carleton's Master's respondents were less likely to report family obligations as an obstacle to academic progress in comparison to their provincial counterparts: 57 percent of Carleton's Master's respondents reported that this was not an obstacle, compared to 49 percent for the rest of Ontario Master's respondents.

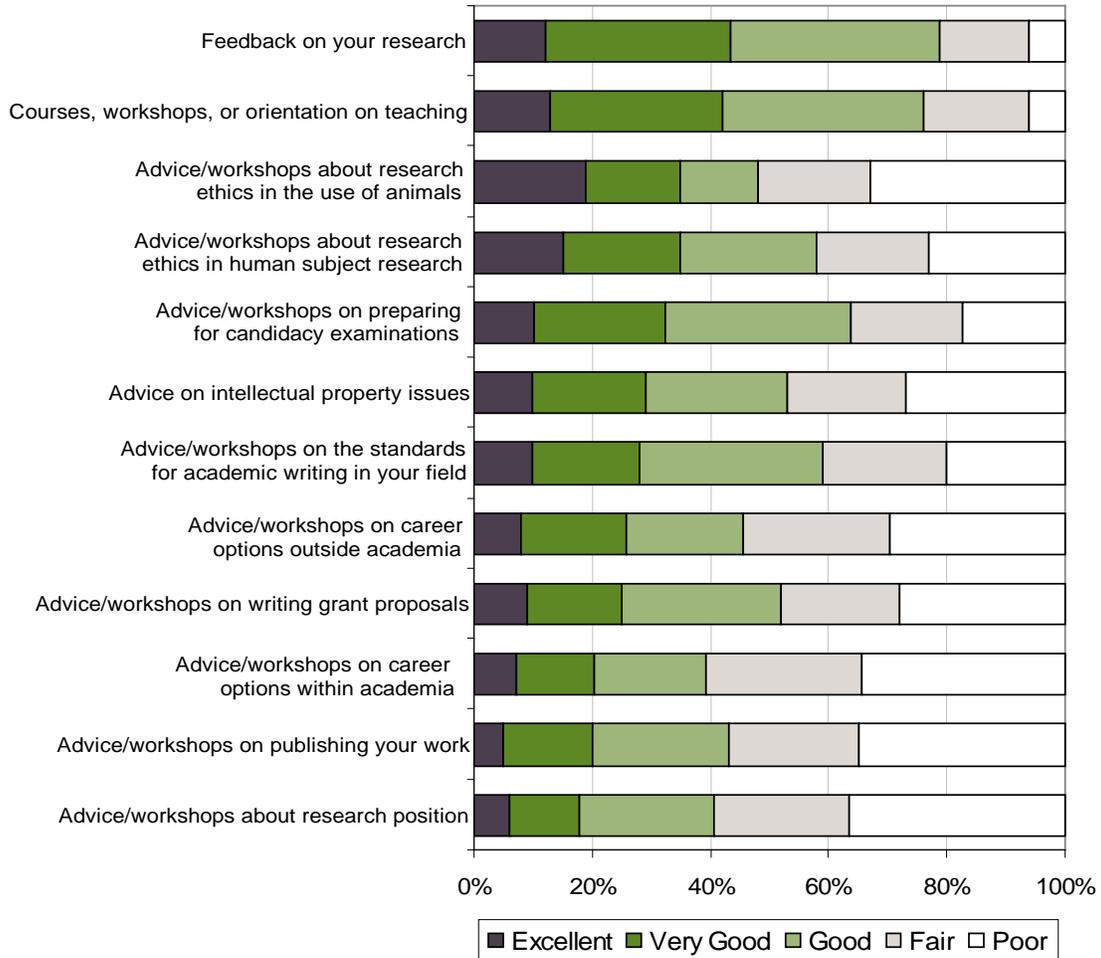
There were a two differences between Carleton's Doctoral respondents, and those from the rest of Ontario. Carleton Doctoral respondents were more likely to indicate that work/financial commitments and family obligations were obstacles to their academic progress: 72 percent and 58 percent, respectively, were deemed a minor or major obstacle. For the average of the Ontario Doctoral respondents the respective proportions were lower at 67 percent and 52 percent, respectively.

Professional Skills Development

Another area that was covered by the CGPSS was professional skills development and included the rating of a series of items that were deemed important to this goal. **Figure 8** illustrates the results for this series of items for Master's respondents at Carleton. It appears

that, on average, there are only moderate levels of satisfaction with professional skill development at Carleton. More detailed results (including proportions) can be found in Appendix A.

**Figure 8: Professional Skills Development
Master’s Respondents at Carleton**



Carleton’s Master’s respondents rated a number of items in this section on professional skills development as lower than their provincial comparison group, and no items were deemed to be rated higher. **Table 7** shows the distribution of selected ratings³ for the items that were

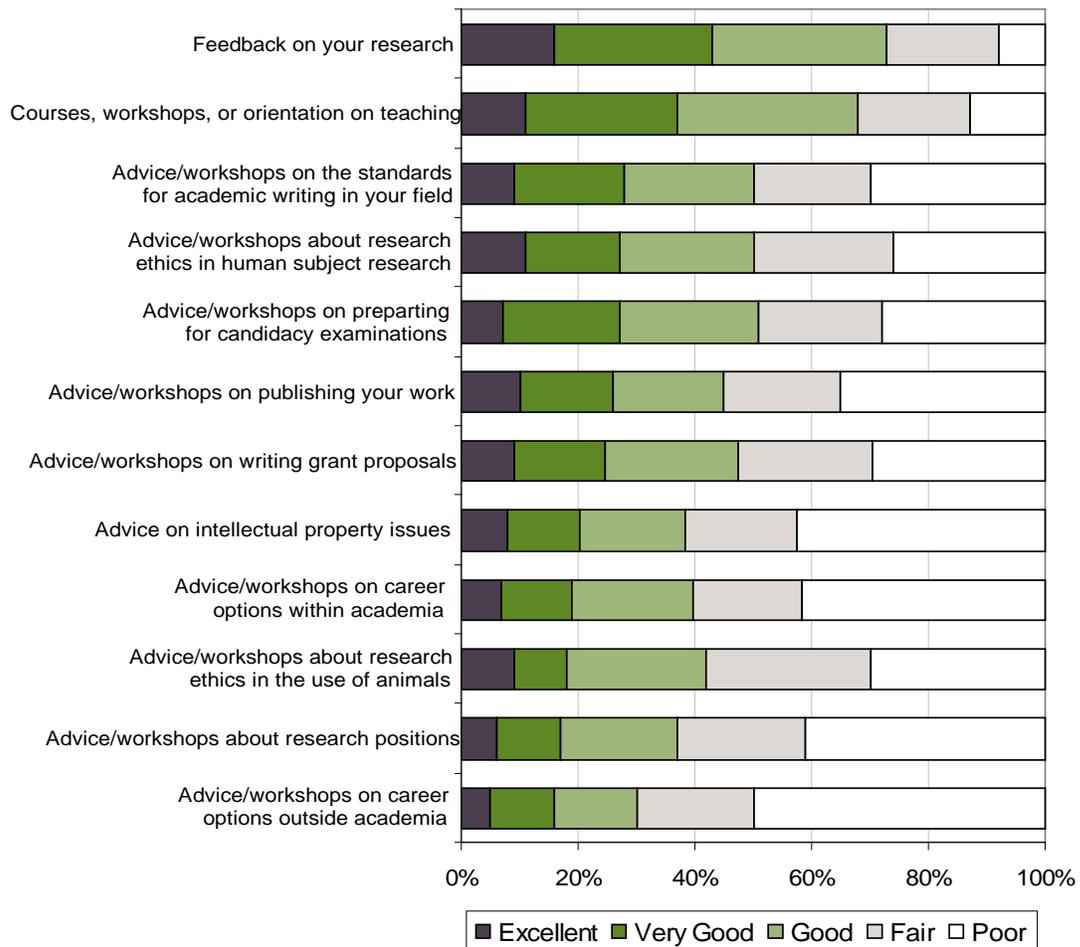
³ While the rating scale went from poor to excellent, survey respondents could also choose either “not applicable” or “did not participate”. The statistical testing was done on the distribution within the five-point scale (excluding n/a and did not participate) although the proportion of respondents choosing either of those options was high for some items (as seen in tables A3 and A4 in Appendix).

deemed to be statistically significantly ‘worse’ for 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). Also included in the table is the proportion of those who selected ‘poor’ for these statistically significantly different items since the proportion was relatively high in some cases compared to other sections of this survey. It should be noted that there isn’t much difference between Carleton and the rest of the Ontario Consortium in the proportion responding “excellent” or “very good” in some cases, but these items were deemed to be significantly worse due to the relatively large proportion who chose “poor” at Carleton.

Table 7: Differences in Ratings of Professional Skill Development Master’s Respondents				
	% Excellent or Very Good		% Poor	
	Carleton	Rest of Ontario Consortium	Carleton	Rest of Ontario Consortium
Courses, workshops, or orientation on teaching	42	48	6	5
Advice/workshops on writing grant proposals	25	30	28	20
Advice/workshops on publishing your work	20	27	35	25
Advice/workshops on career options within academia	20	24	34	25
Advice/workshops about research positions	18	23	37	25
Advice/workshops about research ethics in human subject research	35	39	23	11
Advice/workshops about research ethics in the use of animals	35	36	33	15
Advice on intellectual property issues	29	34	27	17

Doctoral respondents reported similar satisfaction levels with the professional skill development occurring in and around their programs (**Figure 9**). The highest rated professional development aspects at Carleton were feedback on research, as well as courses and workshops on teaching. Career-related aspects were amongst the lowest rated for Doctoral respondents at Carleton.

**Figure 9: Professional Skills Development
Doctoral Respondents at Carleton**



Carleton Doctoral respondents gave lower ratings in comparison to the rest of the Ontario participants on all items except one: Feedback on your research, where results were comparable. **Table 8** below shows selected response distributions for the items that were deemed to be statistically significantly different for Doctoral respondents. As with the

Master’s respondents, the difference may be more noticeable at the high or low end of the scale, i.e.: “excellent” or “very good”, or “poor”.

Table 8: Differences in Ratings of Professional Skill Development Doctoral Respondents				
	% Excellent or Very Good		Poor	
	Carleton	Rest of Ontario Consortium	Carleton	Rest of Ontario Consortium
Courses, workshops, or orientation on teaching	37	43	13	8
Advice/workshops on preparing for the candidacy examinations	27	38	28	9
Advice/workshops on the standards for academic writing in your field	28	31	30	16
Advice/workshops on writing grant proposals	25	29	30	20
Advice/workshops on publishing your work	26	30	35	22
Advice/workshops on career options within academia	19	25	42	23
Advice/workshops on career options outside academia	16	17	50	37
Advice/workshops about research positions	17	21	41	29
Advice/workshops about research ethics in human subject research	27	37	26	13
Advice/workshops about research ethics in the use of animals	18	38	30	14
Advice on intellectual property issues	20	25	42	26

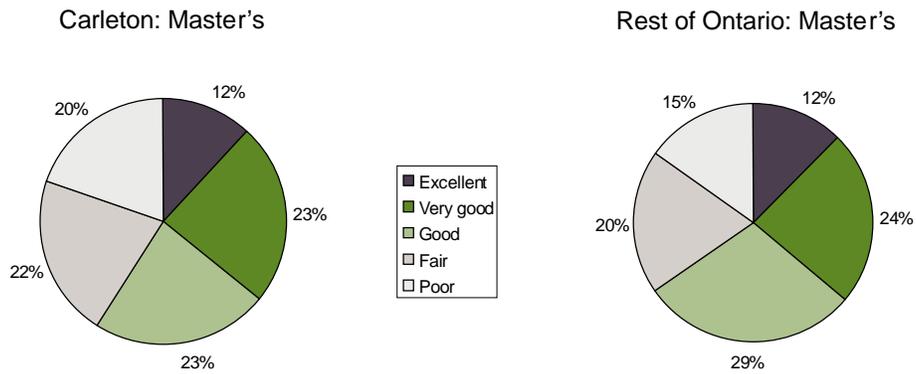
Research Experience

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 9** below.

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

Carleton's Master's respondents rated most items similarly to their provincial counterparts, with the exception of a lower rating of 'training in research methods before beginning your own research' (**Figure 10**).

Figure 10
 Training in research methods before beginning their own research



Doctoral respondents at Carleton rated two items less positively compared to their provincial counterparts (**Figures 11 and 12**).

Figure 11
 Conducted independent research since starting their graduate program

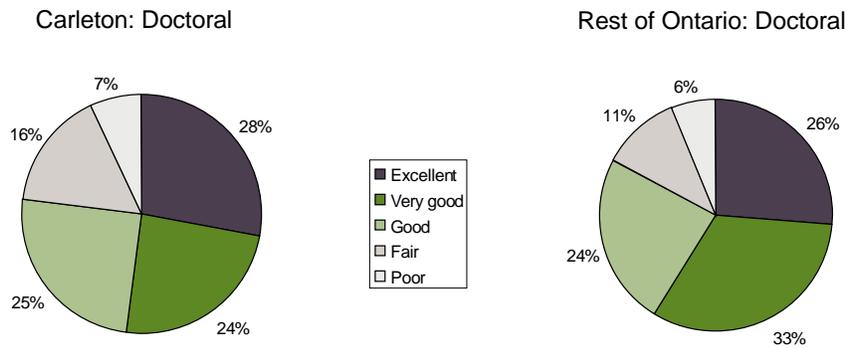
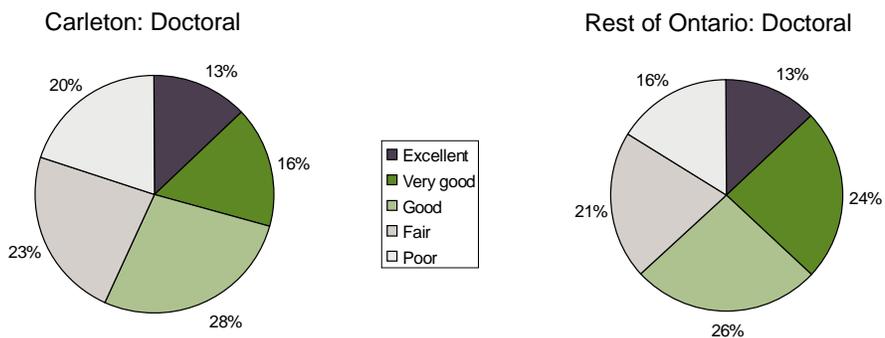


Figure 12
 Training in research methods before beginning their own research



Presentations and Publications

Respondents were first asked whether a certain aspects related to presentations and publishing occurred in their department, and then asked how often they participated in those activities. At the Master's level in particular, the activities were more likely to be occurring, although participation rates were lower in comparison to their provincial counterparts.

Table 10: Occurrence and Involvement with Presentations and Publications Carleton compared with the Rest of Ontario, by Degree						
	Carleton			Rest of Ontario		
Master's						
	A. Occurs in department (% said yes)	B. If yes to part A % involved at least once		A. Occurs in department (% said yes)	B. If yes to part A % involved at least once	
Seminars/colloquia at which students present their research	67%	65%*		similar	76%	
Departmental funding for students to attend national or regional meetings	49%*	29%*		38%	38%	
Attend national scholarly meetings	45%*	33%*		35%	43%	
Deliver any papers or present a poster at national scholarly meetings	47%*	32%*		35%	41%	
Co-authored in refereed journals with your program faculty	35%*	17%*		29%	31%	
Published as sole or first author in a refereed journal	31%*	9%*		25%	22%	
Doctoral						
	A. Occurs in department (% said yes)	B. If yes to part A % involved		A. Occurs in department (% said yes)	B. If yes to part A % involved	
		1-2 x	3x +		1-2 x	3x +
Seminars/colloquia at which students present their research	80%*	44%*	44%*	89%	37%	50%
Departmental funding for students to attend national or regional meetings	58%	41%	19%	similar		
Attend national scholarly meetings	59%*	41%*	29%*	68%	43%	35%
Deliver any papers or present a poster at national scholarly meetings	73%	42%	34%	similar		
Co-authored in refereed journals with your program faculty	50%	44%	15%	similar		
Published as sole or first author in a refereed journal	50%	46%	14%	similar		

* represents statistically significantly different results from the provincial average.

Advisors and Thesis

The following set of questions was meant for students whose program included a thesis, dissertation, or research paper. All Doctoral respondents, and 84 percent of Master’s respondents, indicated that their programs included a major research project; they were then directed to indicate their level of agreement with a number of aspects of their thesis/dissertation advisor (**Figures 12 and 13**). There were no statistically significant differences between Carleton’s respondents and those at other Ontario universities (Master’s or Doctoral level).

Figure 13: Advisor and Thesis: Master's Respondents

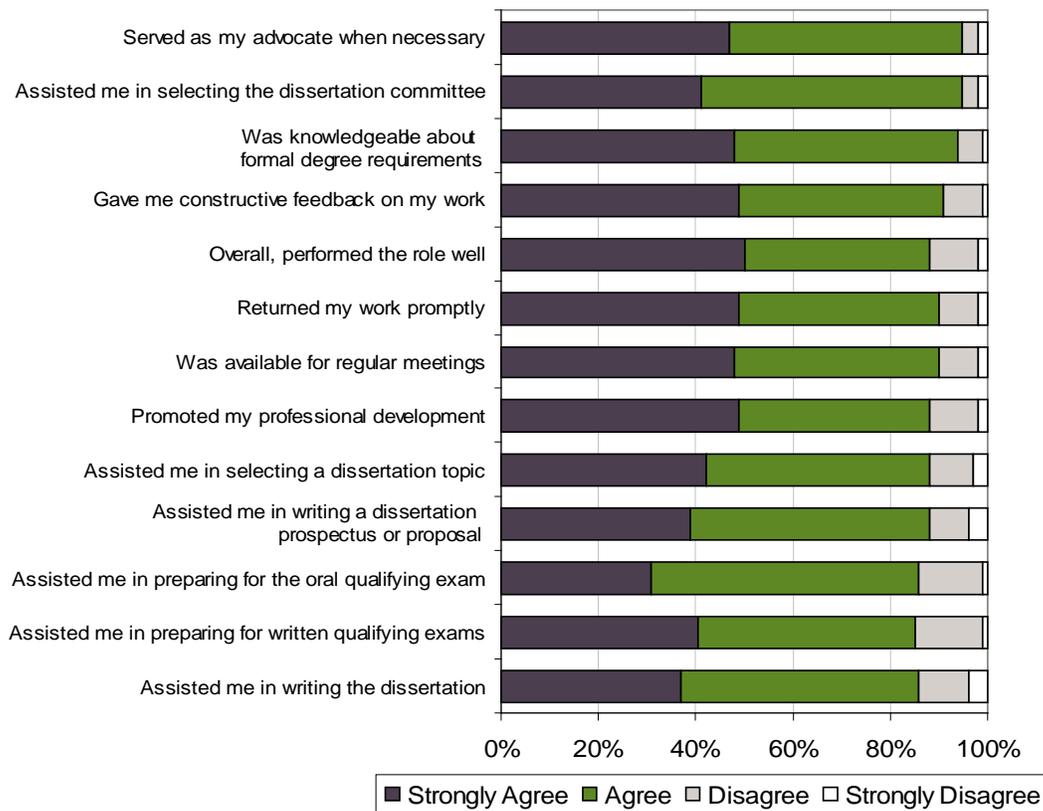
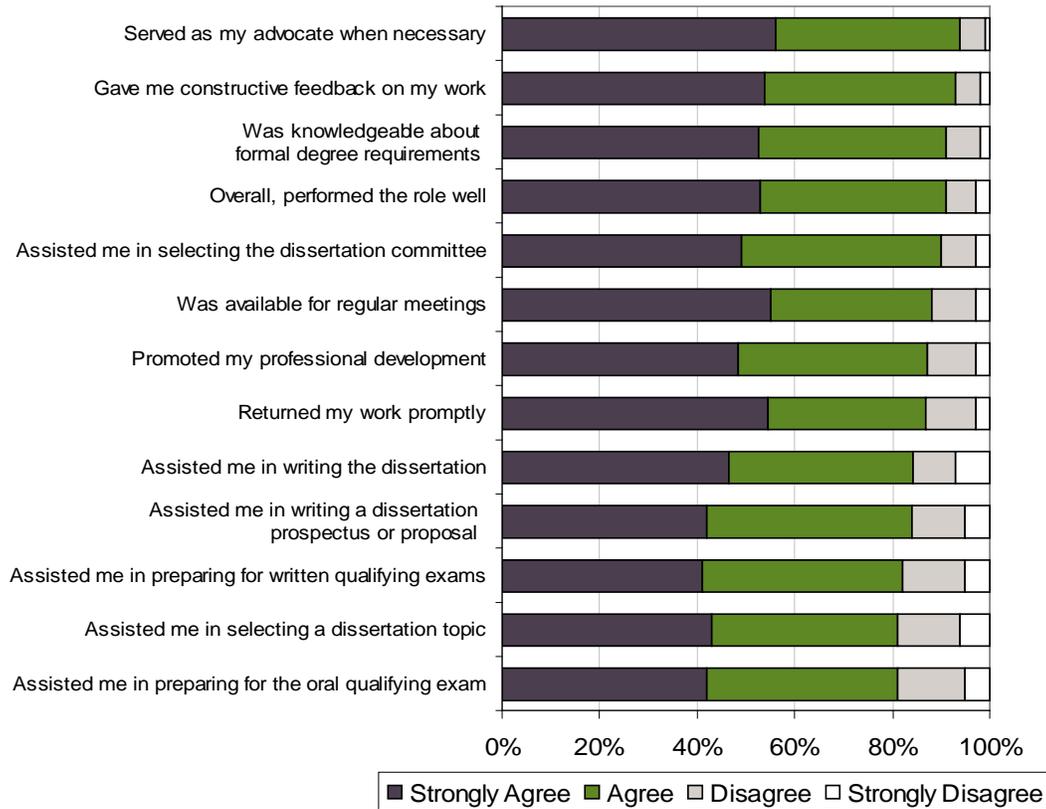


Figure 14: Advisor and Thesis: Doctoral Respondents



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.

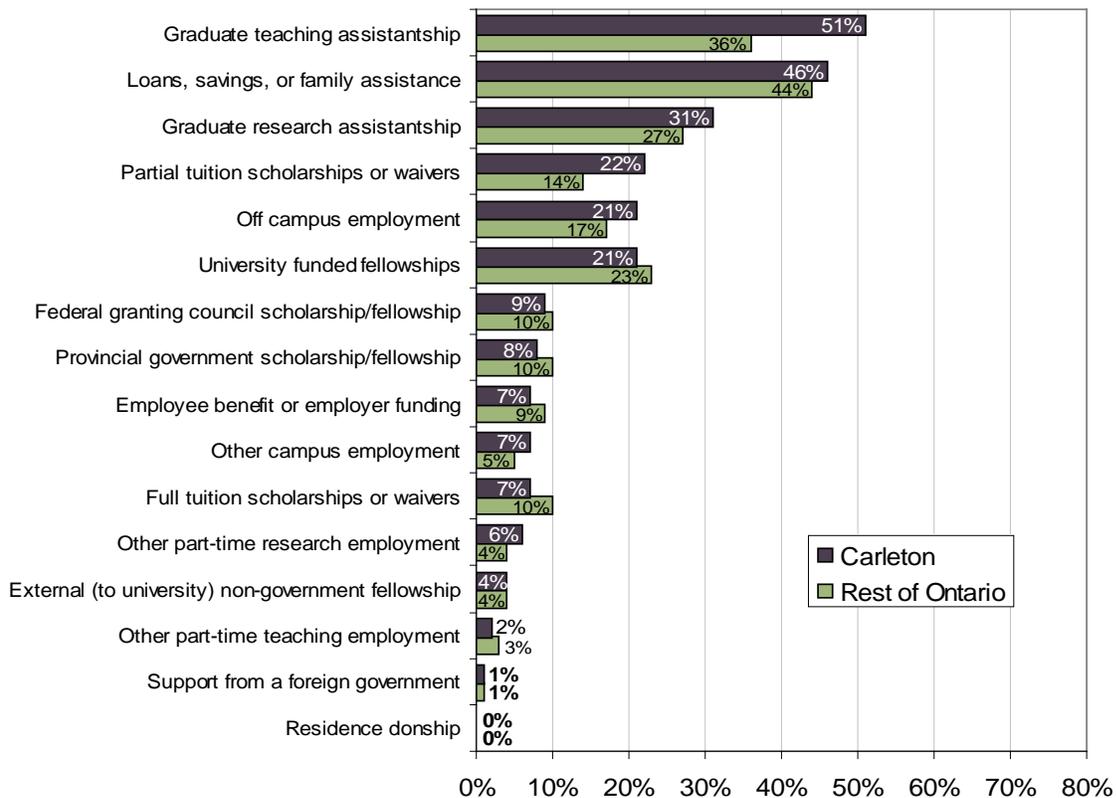
	Master's			Doctoral		
	Less than once a month	At least once a month	At least once a week	Less than once a month	At least once a month	At least once a week
Your ongoing research and results	19%	43%	38%	28%	44%	28%
Your writing of the dissertation draft	23%	57%	19%	37%	44%	19%

Master’s respondents at Carleton were more likely to meet with their advisors at least once a month, compared to their provincial counterparts: (CU 77% vs. 71% for the rest of Ontario). It should also be noted though that when compared, fewer of these Master’s respondents at Carleton met with their advisors four or more times a month (CU 19% vs. 23%). Doctoral respondents met with their advisors less often in comparison to the rest of the Ontario consortium, on average: 28 percent of Carleton’s Doctoral respondents at least once a month, compared to 36 percent for the rest of Ontario.

Financial Support

Respondents were asked to select from a list all forms of support that they received while enrolled in their program. **Figure 14** shows the types of financial support that Master’s respondents reported receiving, both at Carleton and the average for the rest of Ontario.

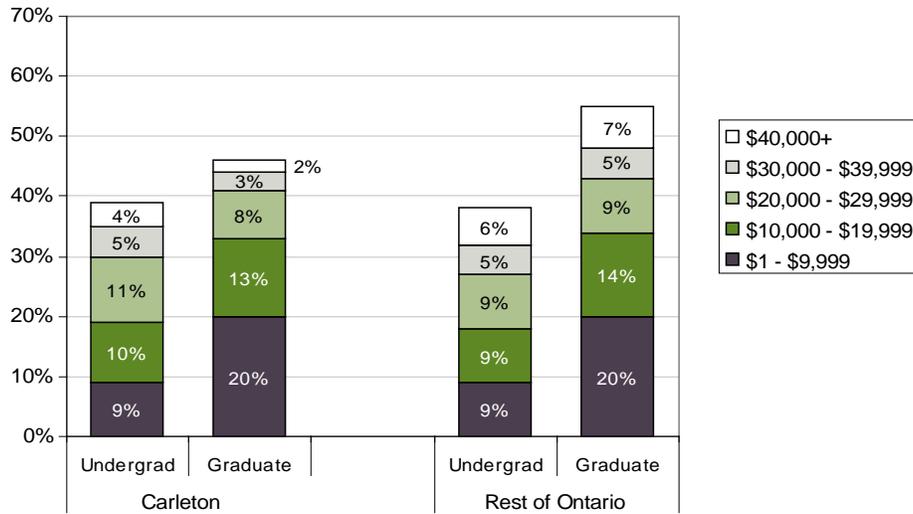
Figure 15: Financial Support - Master’s Respondents



Carleton Master’s respondents received more graduate teaching assistantships, partial tuition scholarships or waivers, but fewer full tuition scholarships or waivers. Master’s respondents at Carleton were more likely to have off-campus employment.

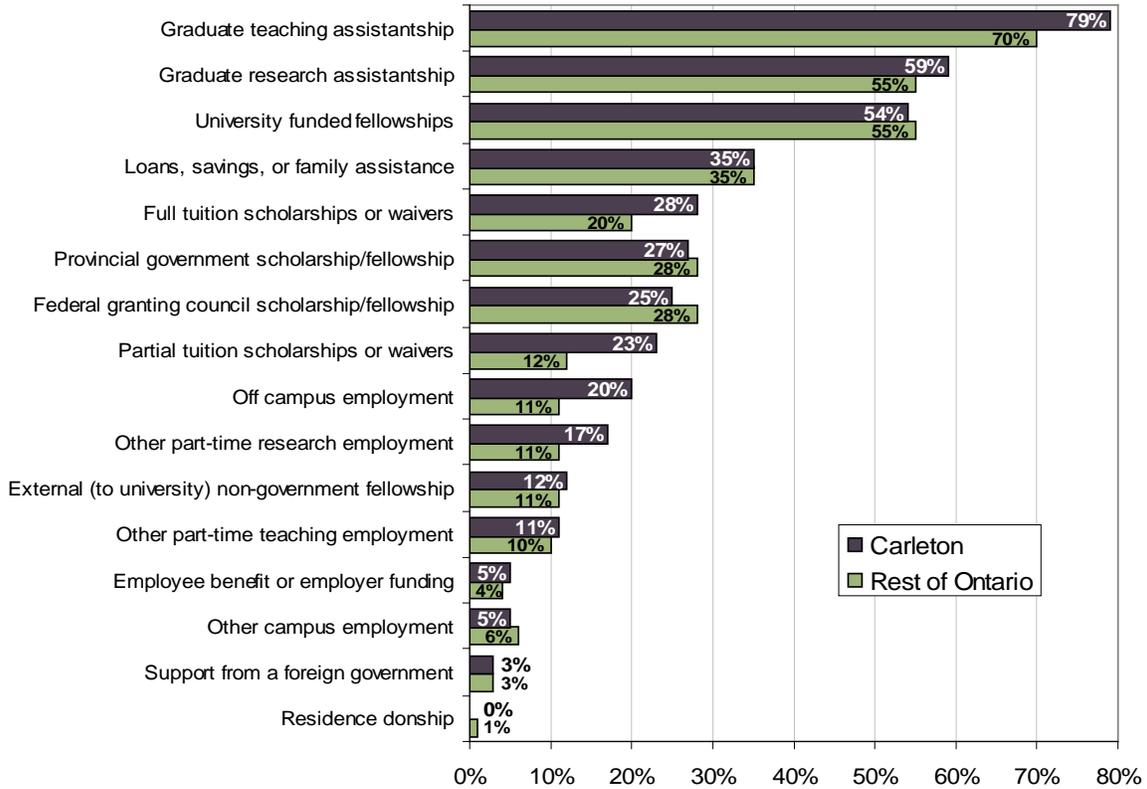
Respondents were asked to estimate the amount of undergraduate educational debt, if any, plus the amount of graduate educational debt, if any, they would have to repay once they had completed their graduate program. Amongst Carleton respondents 39 percent reported having undergraduate debt and 47 percent reported having graduate debt. While Carleton’s results are similar to the rest of the province with respect to the distribution of undergraduate debt, Carleton respondents were less likely to have graduate debt (47% vs. 55%). The breakdown of reported undergraduate and graduate debt is shown in **Figure 16** below.

**Figure 16: Educational Debt
Master’s Respondents**



In comparison to those in Master’s degree, Doctoral respondents were more likely to receive funding from a variety of sources (as shown in **Figure 17**).

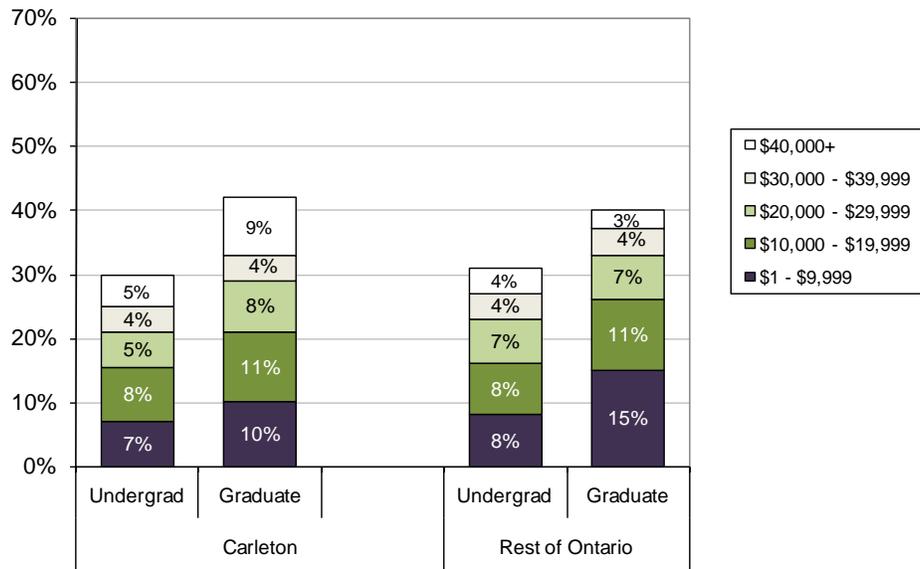
Figure 17: Financial Support - Doctoral Respondents



In comparison to the average for the rest of the Ontario respondents, Carleton respondents reported having more funding from a number of sources: Graduate teaching assistantship, full tuition scholarship or waivers, partial tuition scholarship or waivers. They were also more likely to have off campus employment, as well as other part-time research employment.

Thirty percent of Carleton Doctoral respondents reported having undergraduate educational debt, and 43 percent reported having graduate debt – a similar proportion to the rest of Ontario respondents. The breakdown of this debt is shown in **Figure 18**. ** Figure 18 was corrected in this report in April 2010.

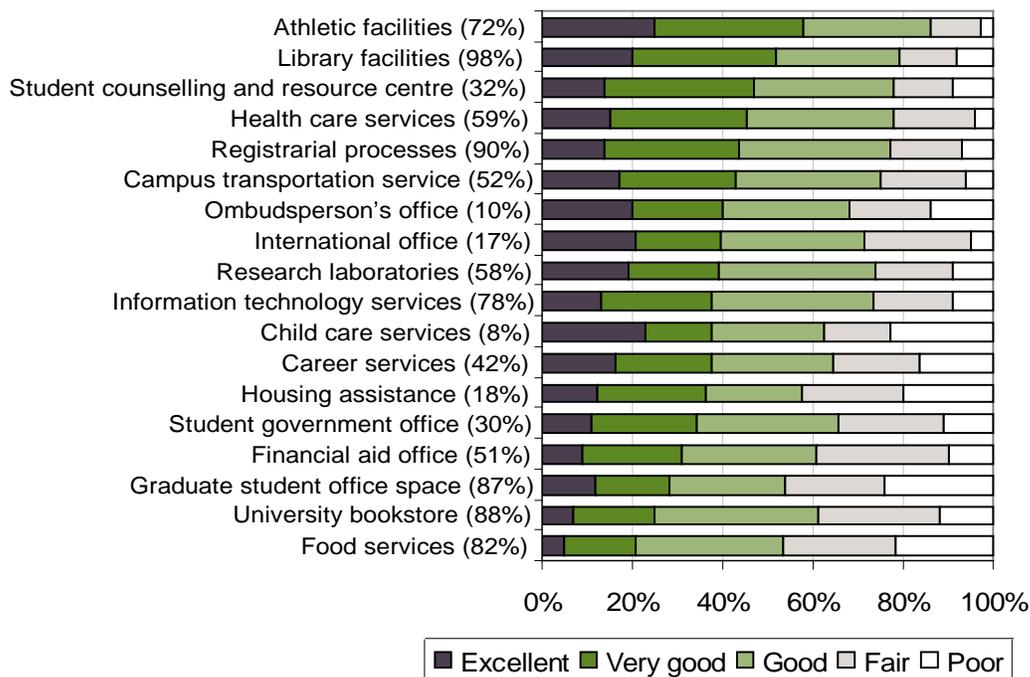
**Figure 18: Educational Debt
Doctoral Respondents**



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 19** shows the results sorted by the proportion of respondents who chose either excellent or very good. Also included in this chart is the proportion of respondents who rated the service (and did not select either not applicable or did not participate).

**Figure 19: Ratings of University Resources and Student Life
Master's Respondents**

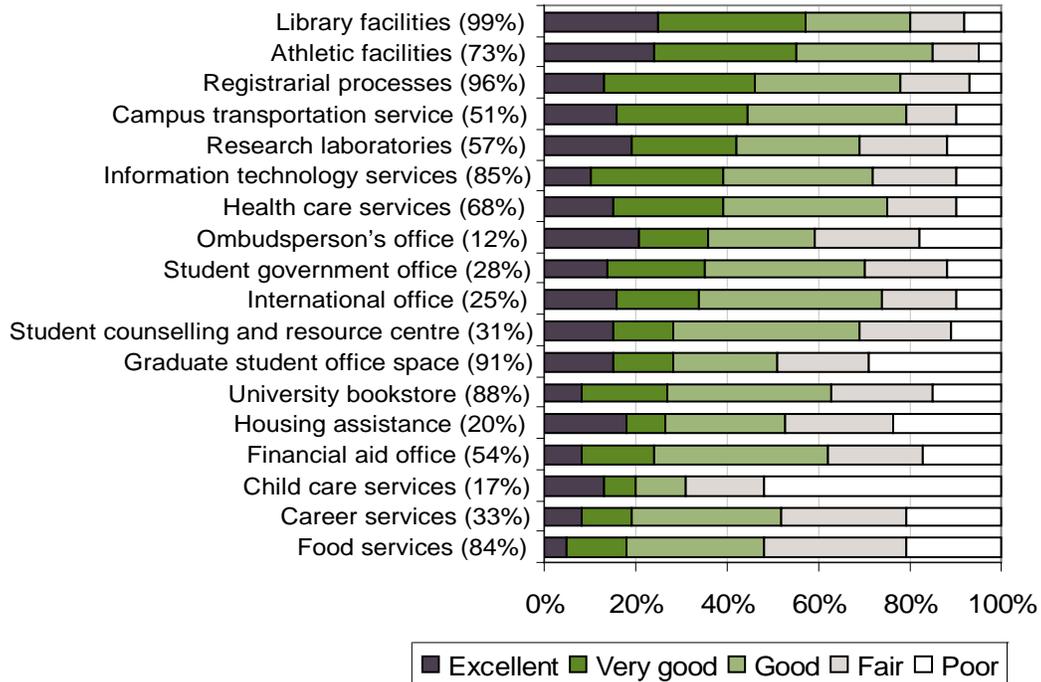


Carleton Master's respondents gave athletics and the library the top marks (very good + excellent), whereas the university bookstore and food services were the lowest rated services. Carleton respondents rated the following services statistically different from average of the rest of the Ontario universities (**Table 12**).

	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Athletic facilities (72%)*	58	50	+
Registrarial processes (90%)	44	36	+
Campus transportation service (52%)	43	39	+
Library facilities (98%)	52	68	-
International office (17%)	40	51	-
Research laboratories (58%)	39	48	-
Information technology services (78%)	38	44	-
Graduate student office space (87%)	28	38	-
University bookstore (88%)	25	36	-

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

**Figure 20: Ratings of University Resources and Student Life
Doctoral Respondents**



Similar to the Master’s respondents, Doctoral respondents at Carleton gave the most excellent and very good ratings to the library and athletics, while at the bottom of Figure 20 are career services and food services. There were a number of statistically significant differences between how Carleton respondents rated their university’s resources compared to their provincial counterparts (shown in **Table 13** below).

	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Registrarial processes (96%)	46	35	+
Campus transportation service (51%)	45	35	+
Library facilities (99%)	57	75	-
Information technology services (85%)	39	42	-
Student counselling and resource centre (31%)	28	41	-
Graduate student office space (91%)	28	36	-
University bookstore (88%)	27	37	-
Child care services (17%)	20	30	-
Career services (33%)	19	32	-

Conclusion

A great deal of information was collected with Carleton's participation for the first time in the Canadian Graduate and Professional Student Survey. It was especially meaningful for comparison purposes to have the results from the other participating Ontario universities.

Carleton respondents were satisfied with their program, their academic experiences, most university resources, and their advisor/thesis experience, in general. The area that they were the least satisfied with was with professional skill development.

Carleton University graduate students are fairly similar to their provincial counterparts in many areas, including overall satisfaction and obstacles to academic progress. While a number of differences were shown to be statistically significant throughout this report, the most noticeable differences were in Carleton's rating of professional skills development and university resources – most items were rated lower at this university in comparison to the provincial average – often with a difference of more than 10 percent in the case of university resources.

With a few exceptions, such as Carleton's respondents receiving more financial support through teaching assistantships, the financial support and educational debt profile of Carleton's respondents were similar to the rest of the province, on average.

It should be noted that in general, there is a picture emerging of lower satisfaction across a number of issues, particularly with Doctoral students, which Carleton would benefit from addressing.

For more information on Carleton University, and the results of the surveys in which it participates, please go to www.carleton.ca/oirp.

APPENDIX A – Data Tables from Selected Graphs

	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	37%	45%	14%	3%	0%
The intellectual quality of my fellow students	20%	49%	23%	7%	1%
The relationship between faculty and graduate students	24%	40%	27%	7%	2%
Overall quality of graduate level teaching by faculty	18%	46%	27%	7%	2%
Advice on the availability of financial support	12%	20%	30%	25%	14%
Quality of academic advising and guidance	15%	30%	27%	19%	10%
Helpfulness of staff members in my program	30%	33%	23%	10%	5%
Availability of area courses I needed to complete my program	13%	28%	29%	20%	9%
Quality of instruction in my courses	17%	45%	27%	9%	2%
Relationship of program content to my research/professional goals	19%	34%	28%	15%	4%
Opportunities for student collaboration or teamwork	16%	26%	33%	19%	7%
Program structure provides opportunities to take coursework outside my own department	17%	28%	32%	17%	6%
Program structure provides opportunities to engage in interdisciplinary work	17%	27%	32%	17%	8%
Amount of coursework seems appropriate to the degree	9%	40%	40%	9%	2%

	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	34%	37%	23%	5%	1%
The intellectual quality of my fellow students	20%	39%	31%	10%	0%
The relationship between faculty and graduate students	24%	32%	25%	14%	5%
Overall quality of graduate level teaching by faculty	20%	36%	25%	17%	2%
Advice on the availability of financial support	16%	24%	26%	22%	12%
Quality of academic advising and guidance	20%	28%	27%	14%	12%
Helpfulness of staff members in my program	30%	36%	24%	7%	4%
Availability of area courses I needed to complete my program	17%	22%	26%	25%	10%
Quality of instruction in my courses	21%	33%	31%	13%	2%
Relationship of program content to my research/professional goals	17%	31%	27%	18%	7%
Opportunities for student collaboration or teamwork	12%	22%	28%	22%	16%
Program structure provides opportunities to take coursework outside my own department	21%	30%	30%	15%	5%
Program structure provides opportunities to engage in interdisciplinary work	22%	25%	28%	16%	9%
Amount of coursework seems appropriate to the degree	12%	34%	39%	12%	3%

Table A3: From Figure 7 -- Satisfaction with Professional Skills Development Master's Respondents at Carleton							
	Excellent	Very Good	Good	Fair	Poor	Did Not Participate	N/A
Courses, workshops, or orientation on teaching	13%	29%	34%	18%	6%	12%	16%
Advice/workshops on preparing for candidacy examinations	10%	22%	31%	19%	17%	21%	48%
Feedback on your research	12%	31%	35%	15%	6%	7%	23%
Advice/workshops on the standards for academic writing in your field	10%	18%	31%	21%	20%	24%	17%
Advice/workshops on writing grant proposals	9%	16%	27%	20%	28%	27%	24%
Advice/workshops on publishing your work	5%	15%	23%	22%	35%	25%	26%
Advice/workshops on career options within academia	7%	13%	19%	26%	34%	22%	19%
Advice/workshops on career options outside academia	8%	18%	20%	25%	30%	20%	15%
Advice/workshops about research positions	6%	12%	23%	23%	37%	21%	19%
Advice/workshops about research ethics in human subject research	15%	20%	23%	19%	23%	18%	39%
Advice/workshops about research ethics in the use of animals	19%	16%	13%	19%	33%	21%	59%
Advice on intellectual property issues	10%	19%	24%	20%	27%	18%	28%

Table A4: From Figure 8 -- 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	11%	26%	31%	19%	13%	14%	5%
Advice/workshops on preparing for candidacy examinations	7%	20%	24%	21%	28%	13%	15%
Feedback on your research	16%	27%	30%	19%	8%	2%	6%
Advice/workshops on the standards for academic writing in your field	9%	19%	22%	20%	30%	16%	8%
Advice/workshops on writing grant proposals	9%	16%	23%	23%	30%	21%	10%
Advice/workshops on publishing your work	10%	16%	19%	20%	35%	14%	8%
Advice/workshops on career options within academia	7%	12%	21%	19%	42%	16%	7%
Advice/workshops on career options outside academia	5%	11%	14%	20%	50%	15%	8%
Advice/workshops about research positions	6%	11%	20%	22%	41%	15%	8%
Advice/workshops about research ethics in human subject research	11%	16%	23%	24%	26%	14%	29%
Advice/workshops about research ethics in the use of animals	9%	9%	24%	28%	30%	17%	67%
Advice on intellectual property issues	8%	12%	18%	19%	42%	18%	20%

Table A5: From Figure 12 -- Satisfaction with Advisor and Thesis Master's (with Thesis) Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Was knowledgeable about formal degree requirements	48%	46%	5%	1%
Served as my advocate when necessary	47%	48%	3%	2%
Gave me constructive feedback on my work	49%	42%	8%	1%
Returned my work promptly	49%	41%	8%	2%
Promoted my professional development	49%	39%	10%	2%
Overall, performed the role well	51%	39%	10%	2%
Was available for regular meetings	48%	42%	8%	2%
Assisted me in preparing for written qualifying exams	41%	45%	14%	1%
Assisted me in preparing for the oral qualifying exam	31%	55%	13%	1%
Assisted me in selecting a dissertation topic	42%	46%	9%	3%
Assisted me in writing a dissertation prospectus or proposal	39%	49%	8%	4%
Assisted me in writing the dissertation	37%	49%	10%	4%
Assisted me in selecting the dissertation committee	41%	54%	3%	2%
On average, how often per month do you meet or communicate with your dissertation advisor about:				
	Less than once	One to three	Four or more	
Your ongoing research and results	19%	43%	38%	
Your writing of the dissertation draft	19%	57%	23%	

Table A6: From Figure 13 -- Satisfaction with Advisor and Thesis Doctoral Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Was knowledgeable about formal degree requirements	53%	39%	7%	2%
Served as my advocate when necessary	56%	38%	5%	1%
Gave me constructive feedback on my work	54%	39%	5%	2%
Returned my work promptly	54%	32%	10%	3%
Promoted my professional development	49%	39%	10%	3%
Overall, performed the role well	53%	38%	6%	3%
Was available for regular meetings	55%	33%	9%	3%
Assisted me in preparing for written qualifying exams	41%	41%	13%	5%
Assisted me in preparing for the oral qualifying exam	42%	39%	14%	5%
Assisted me in selecting a dissertation topic	43%	38%	13%	6%
Assisted me in writing a dissertation prospectus or proposal	42%	42%	11%	5%
Assisted me in writing the dissertation	47%	38%	9%	7%
Assisted me in selecting the dissertation committee	49%	41%	7%	3%
On average, how often per month do you meet or communicate with your dissertation advisor about:				
	Less than once	One to three	Four or more	
Your ongoing research and results	28%	44%	28%	
Your writing of the dissertation draft	37%	44%	19%	

Table A7: Social Activities Master's and Doctoral Respondents at Carleton						
	Frequency of occurrence of activities			Frequency of respondents' attendance⁴		
	Frequent	Occasional	Never	Frequent	Occasional	Never
Master's respondents						
Organized university-wide social activities	17	51	32	4	43	53
Organized social activities within your department	24	62	15	24	61	15
Organized social activities within your advisor/research group	11	35	54	43	49	8
Organized social activities within your residence	10	17	73	25	44	31
Doctoral respondents						
Organized university-wide social activities	19	55	27	3	50	46
Organized social activities within your department	20	69	11	28	61	11
Organized social activities within your advisor/research group	15	46	40	50	45	5
Organized social activities within your residence	10	13	77	38	33	28

⁴ The results for the 'frequency of attendance' includes only respondents who had reported 'frequent' or 'occasional' occurrences of activities in the first part of the question.