

Summary of Results from the 2010 Canadian Graduate and Professional Student Survey (CGPSS)

Prepared by the Office of Institutional Research and Planning

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Introduction

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

At Carleton, all graduate level students were e-mailed an invitation to participate in this on-line survey. Of the 3,095 students who were invited 1,192 responded, resulting in a response rate of 38.5% percent.

The analysis that follows will present results separately for Master's and Doctoral respondents.

Any differences between 2007 and 2010 results, as well as 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.

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

Changes at Carleton University

Between the two survey years, Carleton University experienced a number of changes in and around graduate education and support, especially amongst Master's students and their programs. Some of these changes are helpful to note while interpreting this report's analysis over time. Where appropriate, these changes will be further discussed in the text of this report. Below is a brief outline of some of these changes:

- Enrolment in graduate studies increased, especially for Master's students between 2006/07 and 2009/10. This enrolment growth in graduate studies occurred across Ontario, where excluding Carleton, Master's enrolment grew by 27 percent and Doctoral enrolment grew 20 percent.

Carleton Enrolment		
	Master's	Doctoral
Fall 2006-07	2,040	929
Fall 2009-10	2,517	944
Enrolment growth (2006/07-2009-10)	23%	2%

Source: OIRP data cubes

- Master's students were less likely to be new students in 2009-10, whereas in Doctoral studies, there were similar proportions of new and returning students between the two survey years. Specifically, in the fall of 2006, 46 percent of Carleton's Master's students were new students, compared to 40 percent in the fall of 2009.

- More Master's students are taking course-based Master's degree programs. According to CGPSS survey results (discussed later), the proportion of Master's respondents who indicated that their program included a thesis decreased from 2007 to 2010: from 84 percent to 74 percent.

- Non-financial support to Teaching Assistants was formalized through the TA mentorship program which started as a pilot project in 2007/08. This program, which had expanded to 19 departments in 2009/10, offers TAs discipline-specific support from experienced mentor TAs.

- Funding for graduate students increased:

Funding for Full-time Carleton Graduate Students, by Degree and Award Type								
	% Students Funded				Avg per Funded Student			
	Masters		Ph.D.		Masters		Ph.D.	
	2006/07	2009/10	2006/07	2009/10	2006/07	2009/10	2006/07	2009/10
Full-time Graduate	64%	72%	91%	94%	\$11,865	\$12,153	\$22,645	\$24,670
Award								
Bursary	11%	14%	27%	29%	\$1,353	\$1,184	\$1,438	\$1,214
Scholarship	45 %	54%	79%	82%	\$6,096	\$6,539	\$11,899	\$13,689
Teaching Assistant	42%	40%	73%	75%	\$7,481	\$8,552	\$8,208	\$9,166
Research	28%	28%	57%	58%	\$5,537	\$5,058	\$8,066	\$7,632
Other	7%	10 %	19%	24%	\$1,207	\$1,159	\$1,003	\$1,103

Source: OIRP data cubes, September 2010

2010 Respondent Profile

While the overall survey response rate at Carleton was 38.5 percent, the response rate was higher for Doctoral students than it was for Master's students:

- 2,184 Master's students, of whom 803 responded (a response rate of 37%)
- 911 Doctoral students, of whom 389 responded (a response rate of 43%)

Response rates for Master's students were higher in 2010 compared to 2007 (37% vs. 32%), while the response rates were virtually identical, overall, for Doctoral students.

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

	Master's	Doctoral
Male	34%	41%
Female	40%	45%

Response rates by age² varied somewhat amongst Master's and Doctoral students, see **Figure 1** for more detail. Doctoral students were more likely to respond to the survey, even when controlling for gender and age.

² Age as of December 31st 2009.

**Figure 1: Number of Students and Respondents
by Age and Degree**

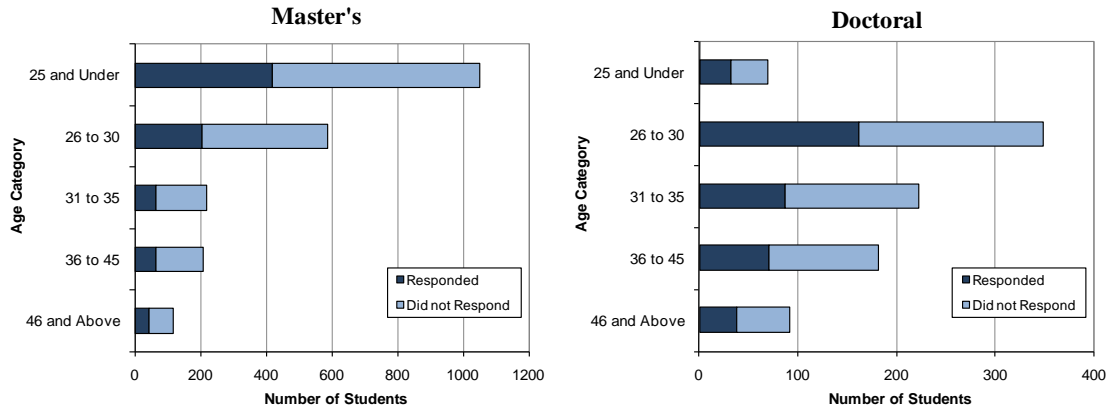


Table 2 details the respondent profile (and response rates) by academic Faculty.

Table 2: Respondents by Faculty and Degree				
Master's				
	2010			2007
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	440	189	43%	40%
Public Affairs	852	313	37%	29%
Sprott School of Business	87	26	30%	31%
Science	251	87	35%	39%
Engineering and Design	554	188	34%	29%
Total	2,184	803	37%	32%
Doctoral				
	2010			2007
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	289	136	47%	49%
Public Affairs	169	67	40%	39%
Sprott School of Business	50	19	38%	44%
Science	179	84	47%	42%
Engineering and Design	224	83	37%	35%
Total	911	389	43%	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, 38 percent of Master’s students answered that they were expecting to graduate, compared with 20 percent of Doctoral respondents. These are similar results to 2007.

Figure 2: Status of Program by Degree

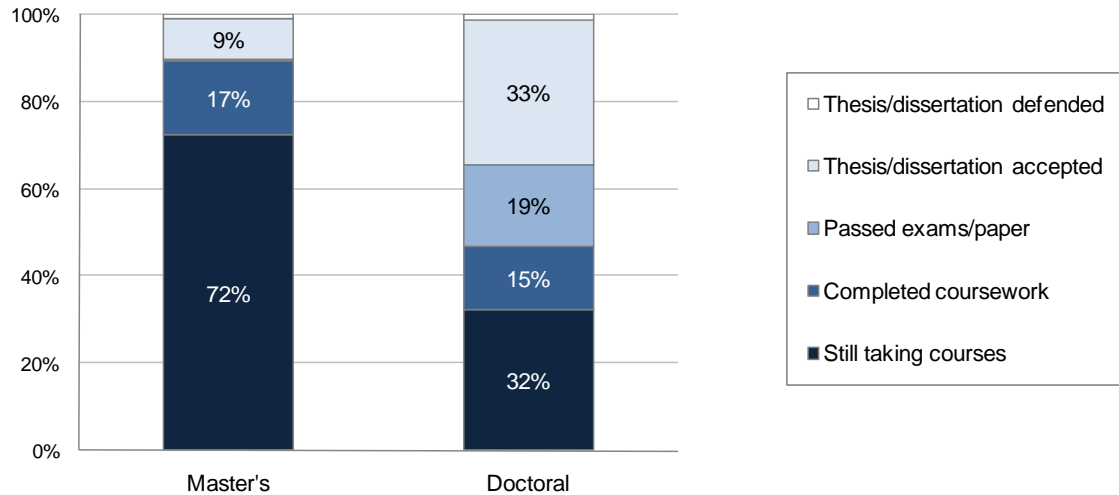


Table 3 summarizes respondents’ self-reported demographic characteristics, by degree. Also included is the demographic profile of graduate students at Carleton. This comparison shows that the CGPSS respondents were slightly more likely to be female and considerably more likely to report being Canadian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

Table 3: Demographic Profile of Students and Respondents				
Carleton, by Degree				
	Master’s		Doctoral	
	% of Respondents	% of Students	% of Respondents	% of Students
Female	55%	50%	42%	41%
Canadian citizen	86%	78%	79%	69%
Canadian permanent resident	7%	9%	8%	19%
Aboriginal	4%	n/a*	5%	n/a*
Visible minority	27%	n/a*	32%	n/a*

* Aboriginal status and Visible Minority status are captured at registration.

General Assessment and Satisfaction

This section will summarize Carleton’s results from a number of CGPSS items which try to measure 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.

Figure 3A illustrates how Master’s respondents rated their academic and overall experiences at their university. In general, Master’s respondents were more likely to rate their academic experience higher than their overall experience. Compared to their provincial counterparts, Carleton’s Master’s respondents gave lower ratings to their overall and academic experiences. Differences between 2010 and 2007 were not statistically significant.

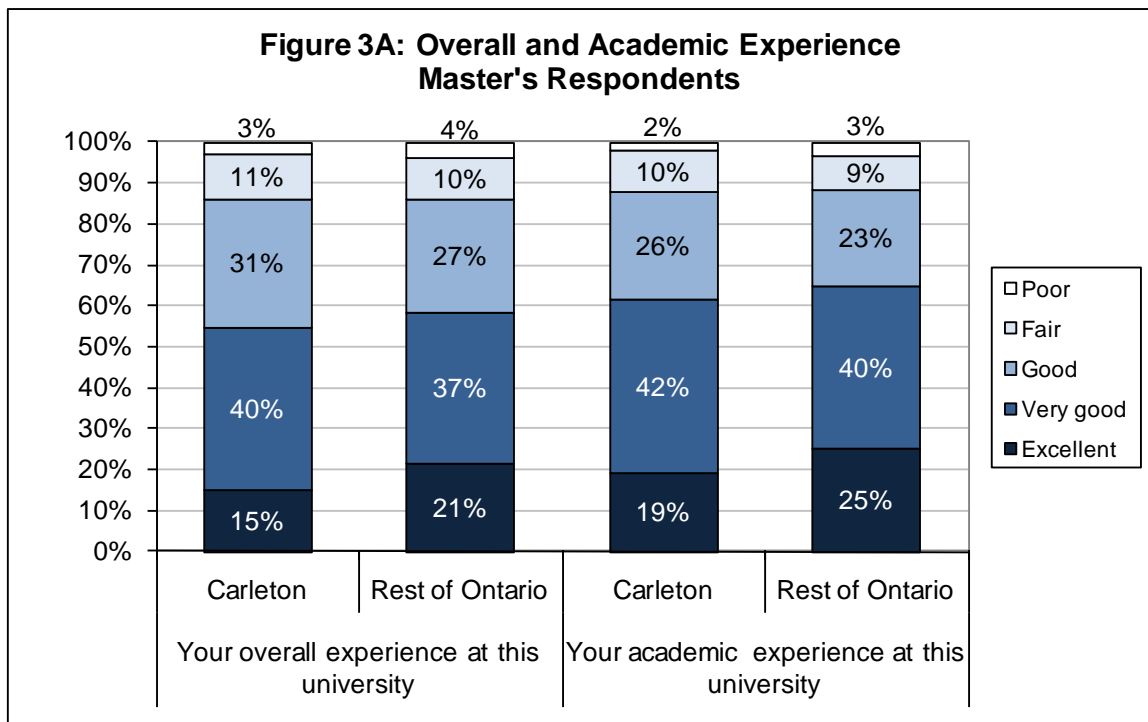
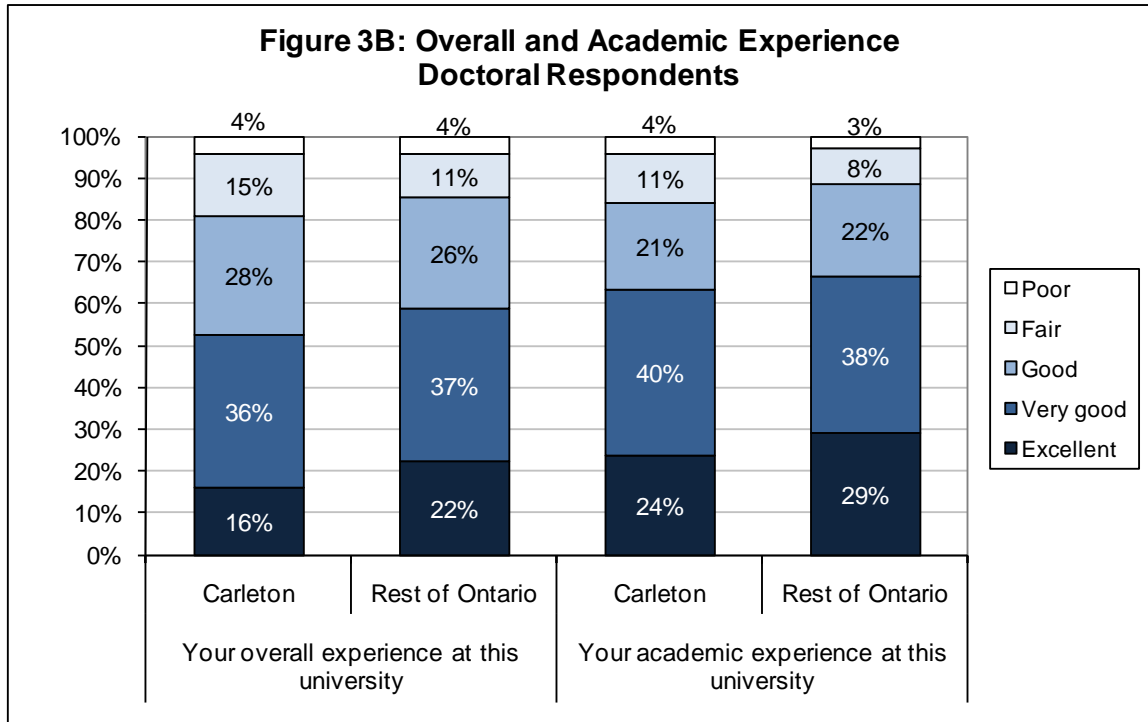


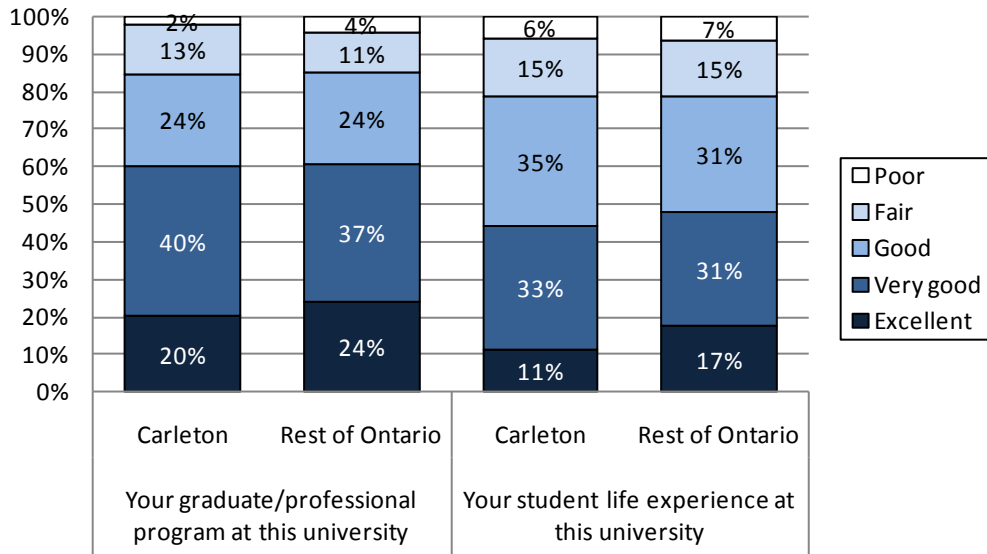
Figure 3B illustrates how Doctoral respondents rated their academic and overall experiences at their university. Similarly to Master’s respondents, Doctoral respondents were also more likely to rate their academic experience higher than their overall experience. Carleton Doctoral respondents also gave lower ratings to their overall and academic

experiences compared to the rest of Ontario. Differences in Carleton results between 2010 and 2007 were not statistically significant.



Results for the two remaining general assessment questions are shown in **Figures 4A** (Master’s respondents) **and 4B** (Doctoral respondents): How would you rate the quality of i) your graduate program at this university and ii) your student life experiences at this university? In general, both the Master’s and Doctoral level respondents rated their program higher than their student life experiences. Differences between Carleton and the rest of Ontario were statistically significant only for Master’s respondents, who gave lower rating to their experience with their graduate program and student life. Results are similar between 2007 and 2010.

**Figure 4A: Graduate Program and Student Life
Master's respondents**



**Figure 4B: Graduate Program and Student Life
Doctoral respondents**

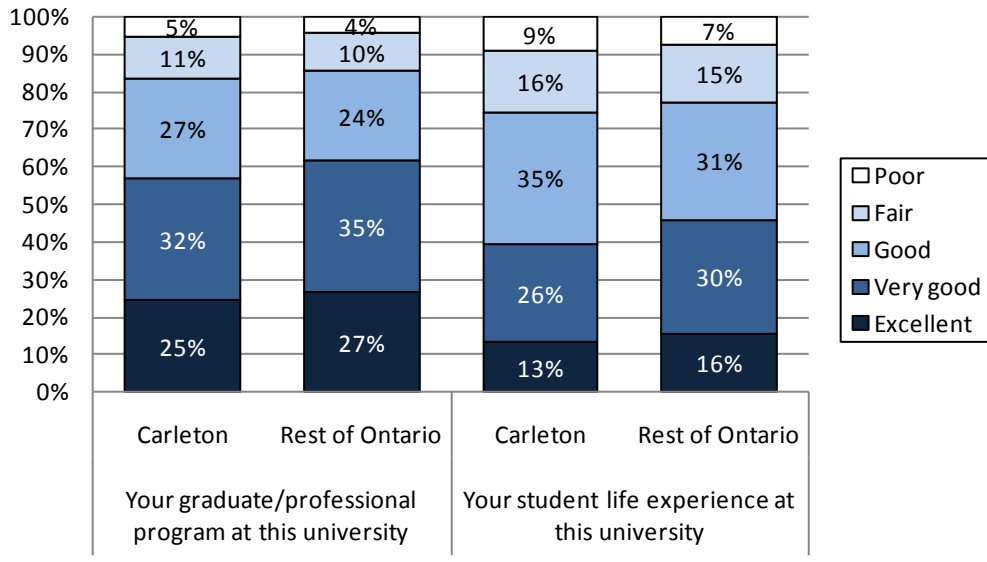


Table 4A shows the results of a series of general satisfaction questions. While the respondents answered the question on a five point scale, in order to simplify the table, “definitely” and “probably” were added together, as were “definitely not” and “probably not”.

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?	67%	21%	12%	60%	24%	16%
If you were able to start your graduate career again, would you select the same field of study?	80%	14%	6%	84%	12%	5%
Would you recommend this university to someone considering your program?	76%	16%	8%	67%	22%	11%
Would you recommend this university to someone in another field?	47%	42%	11%	44%	45%	11%
If you were to start your grad career again, would you select the same faculty supervisor?	69%	19%	11%	79%	11%	10%

Roughly two-thirds of Carleton Master’s respondents and 60 percent of Doctoral respondents indicated that they would probably or definitely have chosen the same university if they were able to start their graduate career again, while 80 percent or more 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, compared with their Doctoral counterparts. Doctoral respondents were more likely than Master’s respondents to indicate that they would select the same faculty supervisor if they were to start their graduate career again.

Any differences between 2007 and 2010 were not statistically significant; however, there were a few 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)				
	% Definitely or Probably			
	Master’s		Doctoral	
	Carleton	Ontario	Carleton	Ontario
If you were able to start your graduate career again, would you select the same university?	similar		60%	68%
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		67%	73%
Would you recommend this university to someone in another field?	47%	61%	44%	60%
If you were to start your graduate career again, would you select the same faculty supervisor?	69%*	70%*	79%	74%

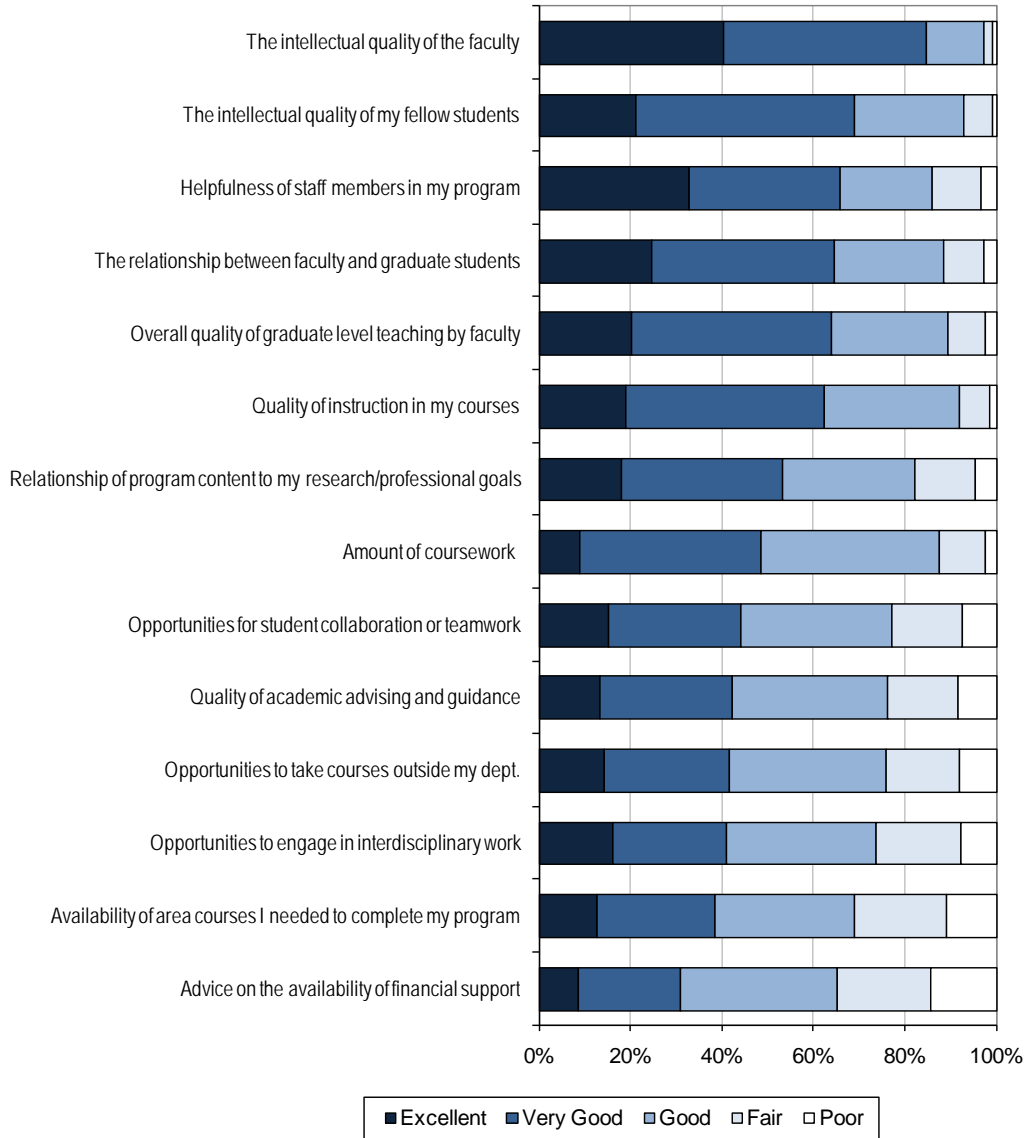
* Carleton University (Definitely: 39%, Probably: 31%); Ontario (Definitely: 44%, Probably: 26%)

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 5** 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.

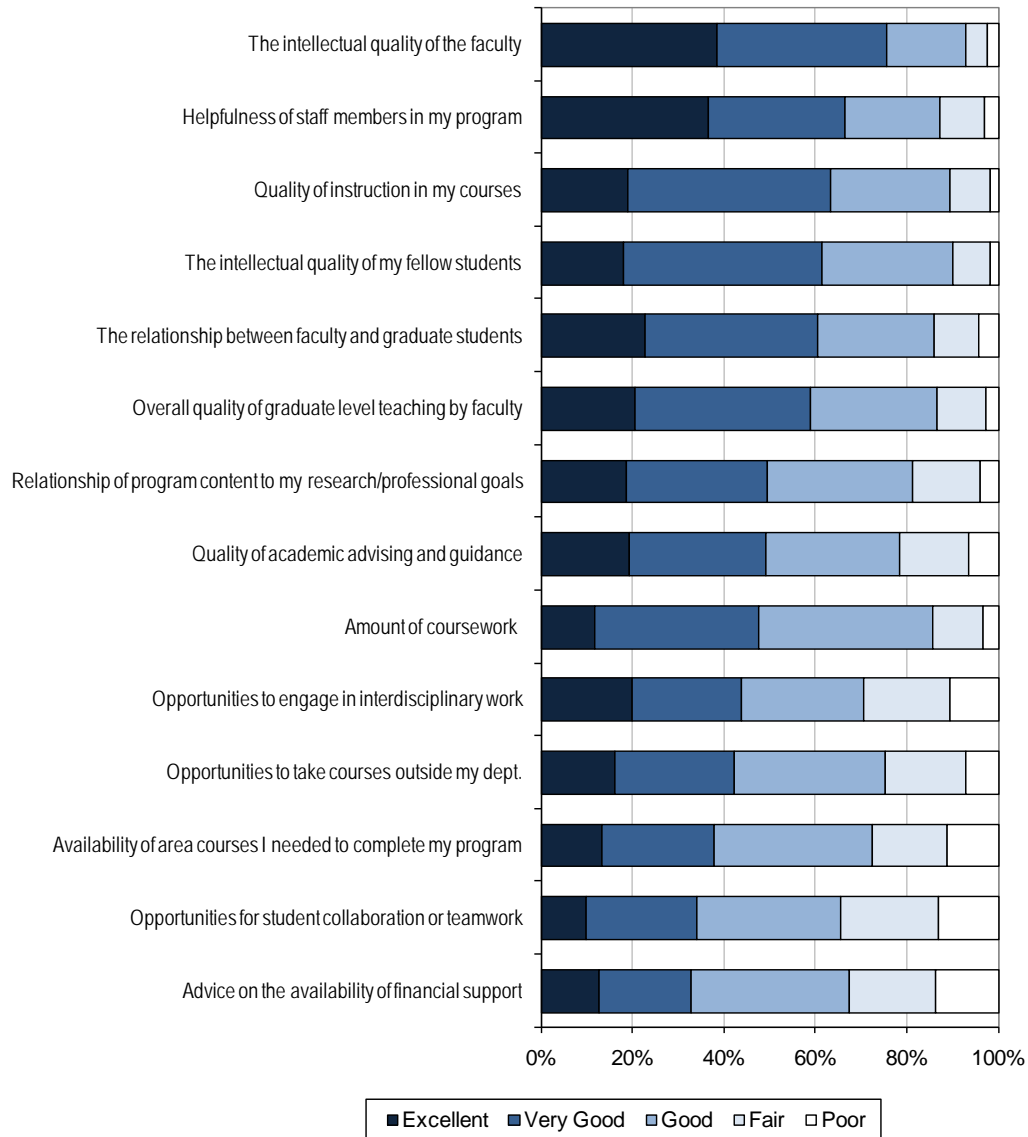
Please note that a more detailed outline (including proportions) of Carleton’s results for this chart is included in **Appendix A**.

**Figure 5: Satisfaction with Program, Quality of Interactions, Coursework
Master's Respondents at Carleton**



Results for Doctoral respondents are illustrated in **Figure 6**, and outlined in more detail in Appendix A. Carleton's Doctoral respondents gave the highest ratings 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 opportunities for student collaboration or teamwork, and the advice on the availability of financial support.

**Figure 6: Satisfaction with Program, Quality of Interactions, Coursework
Doctoral Respondents at Carleton**



No differences between 2007 and 2010 Carleton results were found to be statistically significant for either Master’s or Doctoral respondents. Some differences in satisfaction levels were noted between Carleton and the average for the rest of the Ontario universities. **Table 5** outlines these statistically significant differences for both Master’s 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			
Quality of instruction in my courses	62	59	+
Amount of coursework seems appropriate to the degree	49	44	+
Opportunities to take coursework outside my own department	42	39	+
Availability of area courses I needed to complete my program	38	46	-
Doctoral Respondents			
The intellectual quality of the faculty	76	82	-
Quality of instruction in my courses	63	55	+

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**). For both Master's and Doctoral respondents at Carleton, the biggest obstacle to academic progress is work and/or financial commitments.

Table 6: Obstacles to Academic Progress						
% of Carleton Respondents						
	Master's			Doctoral		
	Not an obstacle	A minor obstacle	A major obstacle	Not an obstacle	A minor obstacle	A major obstacle
Work/financial commitments	25%	42%	33%	27%	36%	38%
Family obligations	54%	35%	12%	49%	35%	16%
Availability of faculty	63%	30%	8%	63%	30%	8%
Program structure or requirements	54%	34%	11%	59%	32%	9%
Course scheduling	49%	37%	14%	69%	25%	6%
Immigration laws or regulations	94%	3%	3%	87%	6%	8%

There were no statistically significant differences between 2007 and 2010 results. But compared to the rest of the province, there were some statistically significant differences. Carleton's Master's respondents were more likely to report course scheduling as an obstacle to academic progress in comparison to their provincial counterparts: 14 percent of Carleton's Master's respondents reported that this was a major obstacle, compared to 9 percent for the rest of Ontario Master's respondents. Also, they were less likely to report Immigration laws or regulations as an obstacle to academic progress compared to the rest of Ontario: 94 percent of Carleton's Master's respondents reported that this was not an obstacle, compared to 91 percent for the rest of Ontario Master's respondents.

There were 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 Immigration laws or regulations were obstacles to their academic progress: 38 percent and 8 percent, respectively, reported that this was a major obstacle. For the average of Ontario Doctoral respondents the respective proportions were lower at 30 percent and 5 percent.

Professional Skills Development and Teaching Assistantships

In the 2010 CGPSS, Carleton was able to add some institution-specific questions. The questions that were added focused on Teaching Assistantships and the TA mentorship program. These questions were not available in 2007. In 2010, 49 percent of Master's respondents and 71 percent of Doctoral respondents indicated that they were teaching assistants. **Table 7** outlines the results for this series of questions.

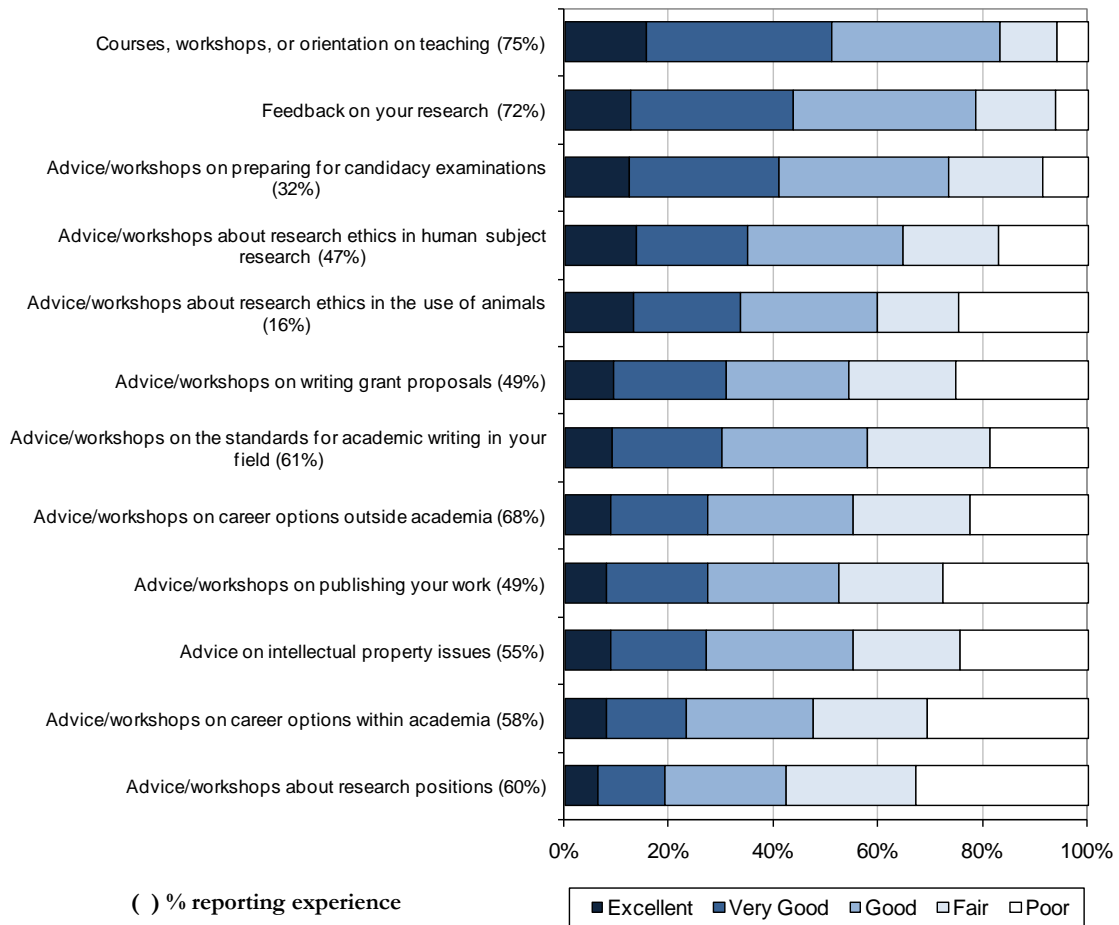
Table 7: TAs at Carleton		
	Master's	Doctoral
Are you a Teaching Assistant?		
Yes	49%	71%
Does your Department have the TA mentorship program?		
Yes	60%	73%
No	7%	5%
Don't Know	33%	22%
If Yes, Did you participate in the TA mentorship program?		
Yes	50%	60%
If Yes, How satisfied were you with the support and opportunities provided by the TA mentorship program?		
Very Satisfied	32%	32%
Satisfied	43%	44%
Neutral	20%	18%
Dissatisfied	4%	5%
Very Dissatisfied	1%	1%

Carleton's Doctoral respondents were more likely to be TAs, be aware of their department's TA mentorship program, and participate in that program, compared to their Master's counterparts. Master's and Doctoral respondents who participated in the TA mentorship program reported similar levels of satisfaction.

Another area that was covered by the CGPSS was professional skills development. This section included the rating of a series of items that were deemed important to this goal. It appears that, on average, there are only moderate levels of satisfaction with professional skill development at Carleton, as was seen in 2007. More detailed results (including proportions) can be found in Appendix A.

Figure 7 illustrates the results for this series of items for Master's respondents at Carleton.

**Figure 7: Professional Skills Development
Master's Respondents at Carleton**



Carleton’s Master’s respondents answered this question similarly in 2010 as they had in 2007³. The only difference which was found to be statistically significant was the rating on the quality of the support and training received on “courses, workshops, or orientation on teaching”, which was rated higher in 2010 compared to 2007: in 2010 51 percent of Master’s respondents rated it as ‘very good’ or ‘excellent’, compared to 42 percent in 2007.

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 A).

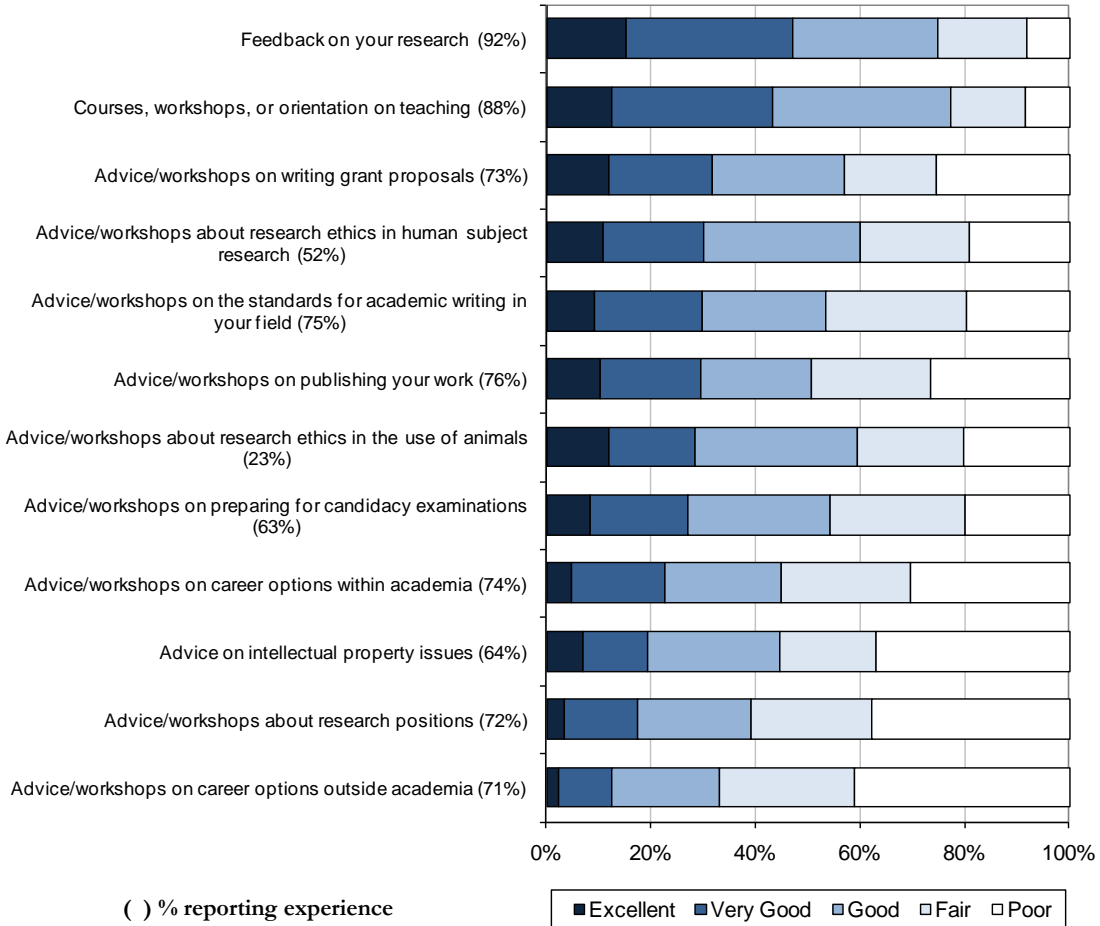
Table 8A shows the distribution of selected ratings for the items that were deemed to be statistically significantly different for Master’s respondents at Carleton. In all cases where differences were found, items were rated lower at Carleton. More specifically, the table includes the proportion of Carleton respondents who reported either “excellent” or “very good” in comparison to the overall provincial average (excluding Carleton). 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 8A: Differences in Ratings of Professional Skill Development Master’s Respondents				
() % reporting experience	% Excellent or Very Good		% Poor	
	Carleton	Rest of Ontario Consortium	Carleton	Rest of Ontario Consortium
Advice/workshops on the standards for academic writing in your field (61%)	30	38	19	12
Advice/workshops on writing grant proposals (49%)	31	33	25	18
Advice/workshops on career options within academia (58%)	23	26	31	23
Advice/workshops about research positions (60%)	19	25	33	24
Advice/workshops about research ethics in human subject research (47%)	35	40	17	11
Advice/workshops about research ethics in the use of animals (16%)	34	40	25	13
Advice on intellectual property issues (55%)	27	32	24	18

Doctoral respondents reported similar to Master’s respondents’ satisfaction levels with the professional skill development occurring in and around their programs (**Figure 8**). The highest rated professional development aspects at Carleton for Doctoral respondents were

feedback on research, as well as courses and workshops on teaching. Career-related aspects were amongst the lowest rated.

**Figure 8: Professional Skills Development
Doctoral Respondents at Carleton**



Carleton Doctoral respondents rated professional skills development similarly in 2010 with one exception: there was an improvement on the item “advice/workshops on career options within academia”. In 2007, 18 percent rated it ‘excellent’ or ‘very good’, compared to 23 percent in 2010. Also worth noting is the decrease in those who rated it as ‘poor’: 42% in 2007 vs. 30% in 2010.

Table 8B below shows selected response distributions for the items that were found to be statistically significantly different for Doctoral respondents. As with the Master’s

respondents, the difference may be more noticeable at both the high and low end of the scale, i.e.: “excellent” or “very good”, or “poor”. For all items where results were deemed to be statistically significantly different, Carleton Doctoral respondents gave lower ratings in comparison to the rest of the Ontario participants.

Table 8B: Differences in Ratings of Professional Skill Development Doctoral Respondents				
() % reporting experience	% Excellent or Very Good		Poor	
	Carleton	Rest of Ontario Consortium	Carleton	Rest of Ontario Consortium
Advice/workshops on the standards for academic writing in your field (75%)	30	36	20	13
Advice/workshops on writing grant proposals (73%)	32	34	25	17
Advice/workshops on publishing your work (76%)	29	32	27	19
Advice/workshops on career options within academia (74%)	23	25	30	22
Advice/workshops about research positions (72%)	18	21	38	29
Advice/workshops about research ethics in human subject research (52%)	30	39	19	13
Advice on intellectual property issues (64%)	19	26	37	24

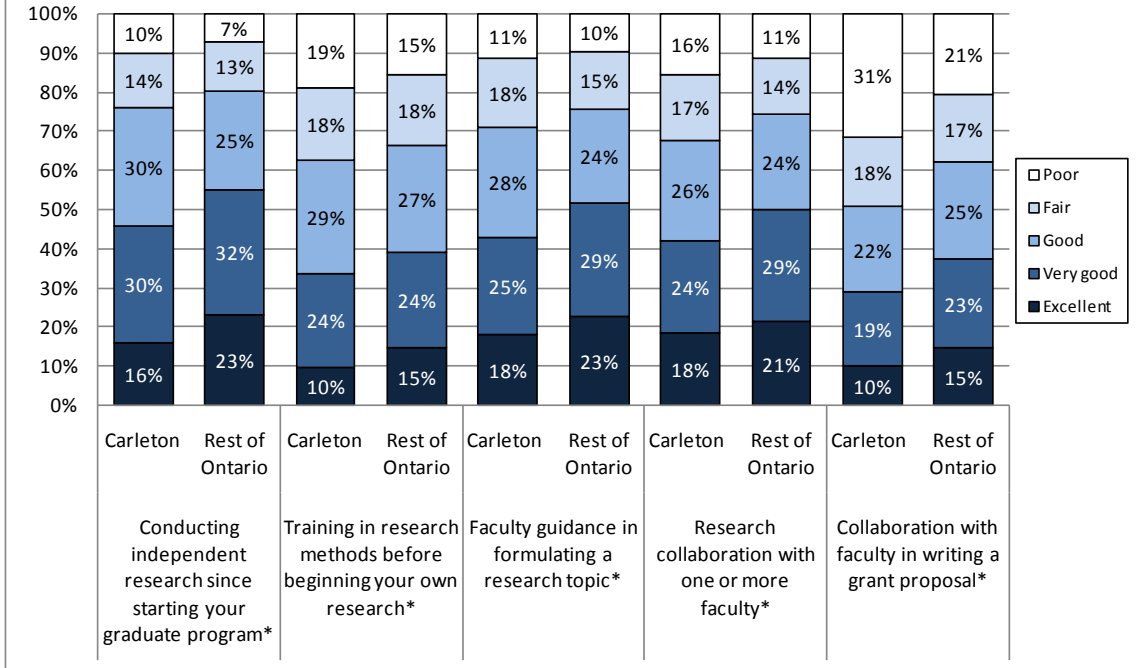
Research Experience

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	16%	30%	30%	14%	10%
Training in research methods before beginning your own research	10%	24%	29%	18%	19%
Faculty guidance in formulating a research topic	18%	25%	28%	18%	11%
Research collaboration with one or more faculty members	18%	24%	26%	17%	16%
Collaboration with faculty in writing a grant proposal	10%	19%	22%	18%	31%
Doctoral Respondents					
Conducted independent research since starting your graduate program	25%	34%	22%	9%	9%
Training in research methods before beginning your own research	10%	19%	28%	22%	21%
Faculty guidance in formulating a research topic	23%	27%	26%	14%	10%
Research collaboration with one or more faculty members	23%	26%	21%	13%	16%
Collaboration with faculty in writing a grant proposal	14%	18%	24%	19%	25%

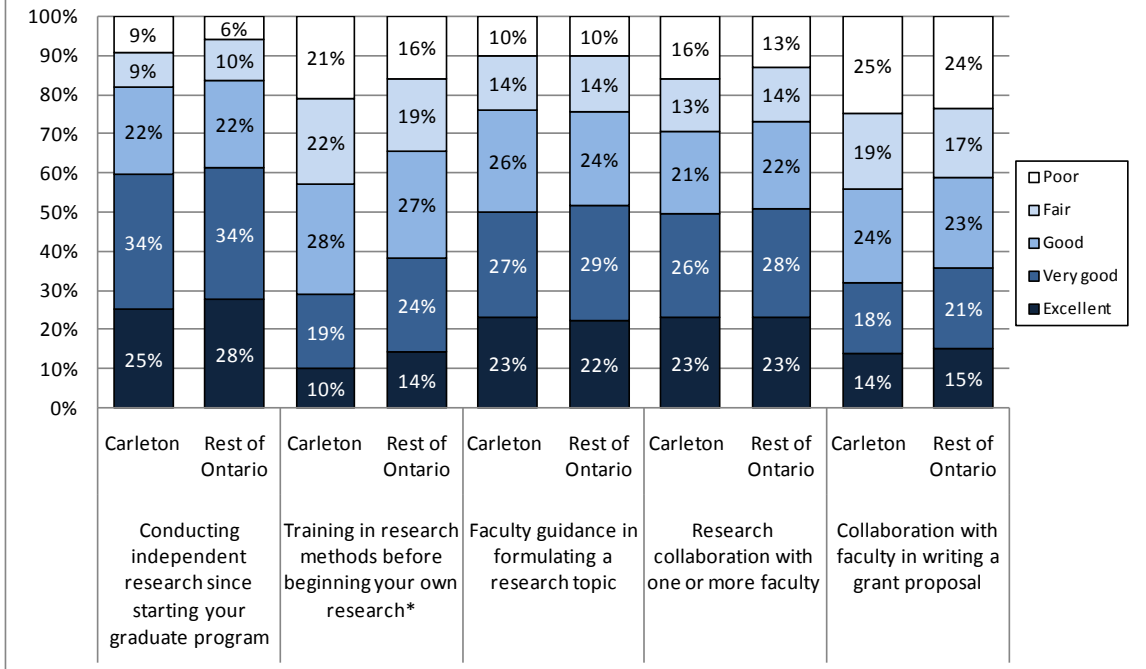
No differences between 2007 and 2010 were found to be statistically significant. Differences between Carleton respondents and the rest of the Province were found to be statistically significant, especially at the Master's level. Master's respondents at Carleton gave lower rating to all five items compared to their provincial counterparts (**Figure 9A**). On the other hand, Carleton's Doctoral respondents rated most items similarly to the rest of Ontario, with the exception of a lower rating of 'conducted independent research since starting their graduate program' (**Figure 9B**).

**Figure 9A: Research Experience
Master's Respondents**



* denotes statistically significant difference between Carleton and the Rest of Ontario

**Figure 9B: Research Experience
Doctoral Respondents**



* denotes statistically significant difference between Carleton and the Rest of Ontario

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. At the Master's level, differences in almost all items were statistically significant, compared to the rest of the province, with the exception of the 'departmental funding for students to attend national or regional meetings'. There were more similarities between Doctoral respondents at Carleton and in the rest of Ontario. Results are detailed in **Table 10**.

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	66%*	69%*		76%	79%	
Departmental funding for students to attend national or regional meetings	43%	35%*		Similar	43%	
Attend national scholarly meetings	35%*	40%*		42%	50%	
Deliver any papers or present a poster at national scholarly meetings	41%*	32%*		48%	48%	
Co-authored in refereed journals with your program faculty	30%*	21%*		36%	36%	
Published as sole or first author in a refereed journal	28%*	19%		32%	similar	
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	83%*	45%*	42%*	89%	38%	50%
Departmental funding for students to attend national or regional meetings	66%	49%	21%	similar		
Attend national scholarly meetings	64%	48%*	28%*	similar	43%	37%
Deliver any papers or present a poster at national scholarly meetings	78%	49%	30%	similar		
Co-authored in refereed journals with your program faculty	48%*	39%	22%	54%	similar	
Published as sole or first author in a refereed journal	59%	49%	14%	similar		

*Represents statistically significantly different results from the provincial average.

Comparing respondents between 2007 and 2010, there were a few differences in departmental activities, but not in involvement rates (in departments where the activities were said to occur). Specifically, the following differences were found to be statistically significant.

Occurs in department (% said yes)	<u>2007</u>	<u>2010</u>
<u>Master's</u>		
Departmental funding for students to attend national or regional meetings	49%	43%
Attend national scholarly meetings	45%	35%
Deliver any papers or present a poster at national scholarly meetings	47%	41%
<u>Doctoral</u>		
Departmental funding for students to attend national or regional meetings	58%	66%
Published as sole or first author in a refereed journal	50%	59%

Advisors

The following set of questions was meant for students whose program included a thesis, dissertation, or research paper. One hundred percent of Doctoral respondents, and 74 percent of Master's respondents, indicated that their programs included a major research project. The proportion of Master's respondents who indicated that their program included a thesis decreased from 2007 to 2010: from 84% to 74%. Respondents who reported having a major research project were asked to indicate their level of agreement with a number of aspects of their thesis/dissertation advisor (**Figures 10A and 10B**). There were no statistically significant differences between Carleton's respondents and those at other Ontario universities at the Doctoral level, and only one at the Master's level: 'Was very helpful to me in selecting the dissertation committee', which was less likely to be rated as 'strongly agree' than their provincial counterparts (38 percent and 46 percent respectively).

There were no statistically significant differences in levels of agreement between 2007 and 2010, for either Master's or Doctoral respondents.

Figure 10A: Advisor: Master's Respondents

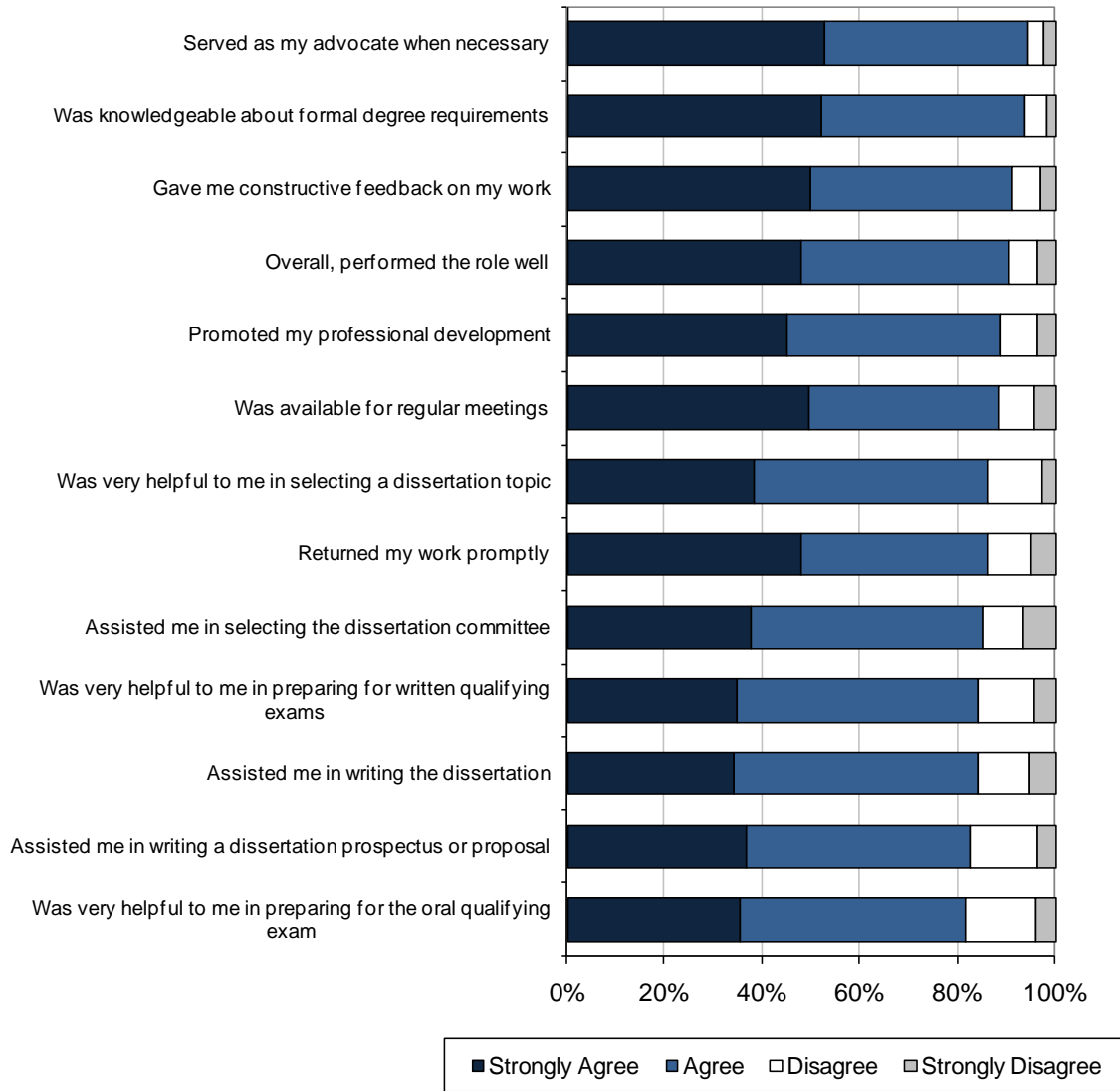
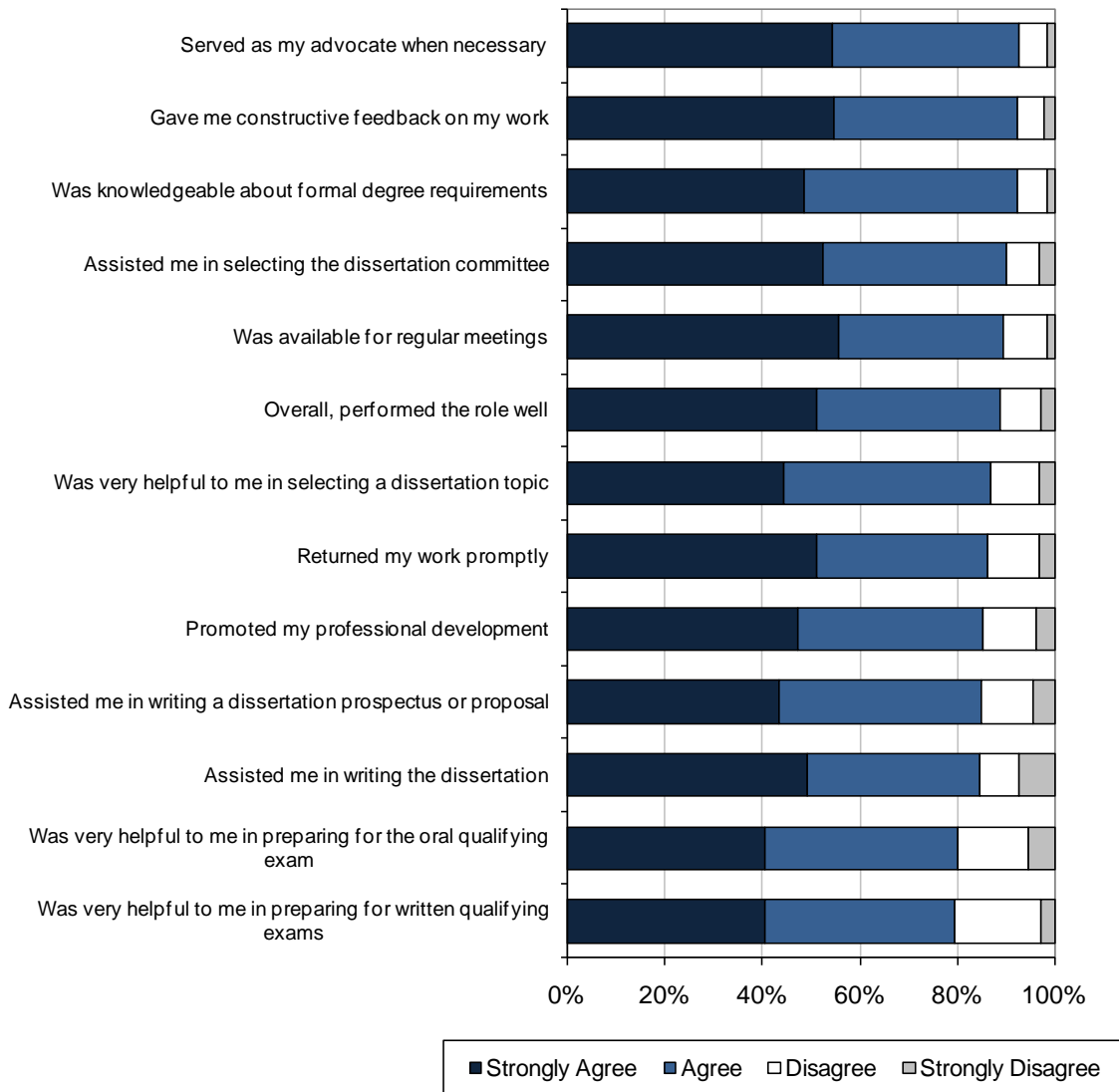


Figure 10B: Advisor: Doctoral Respondents



Respondents were also asked how often they met or communicated with their dissertation advisors about their ongoing research and the writing of their dissertation. The following table outlines how Carleton graduate students responded (**Table 11**).

	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	18%	48%	34%	21%	45%	34%
Your writing of the dissertation draft	27%	54%	19%	36%	47%	17%

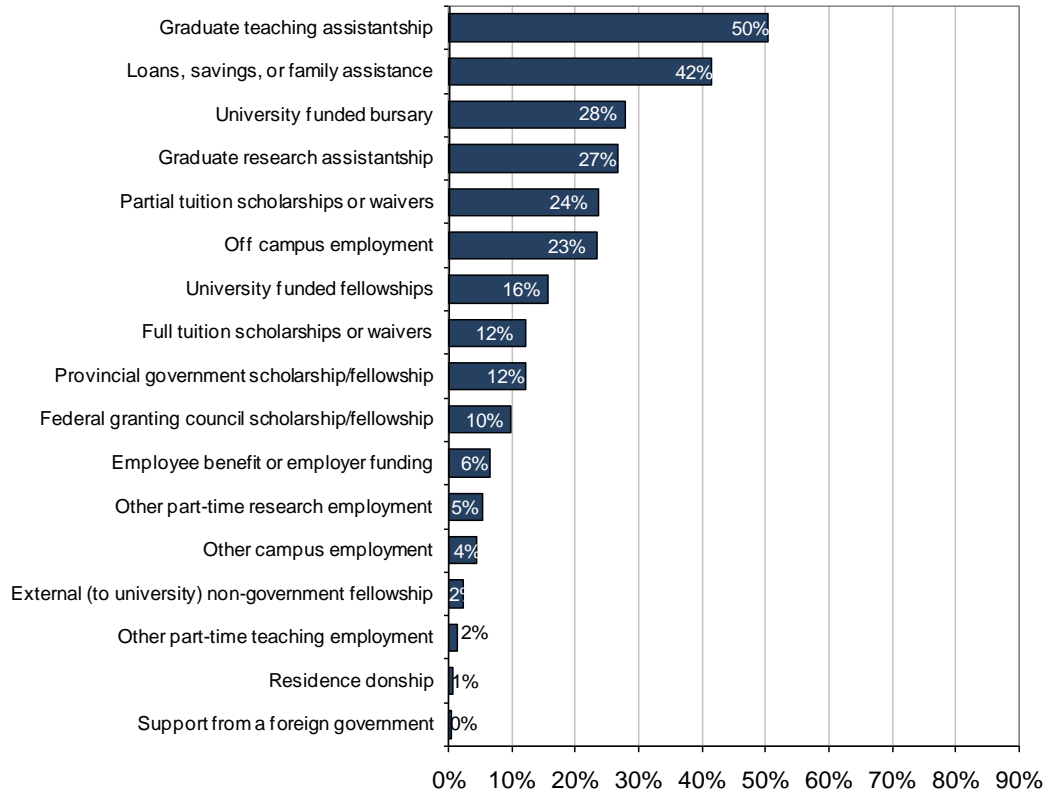
Relative to 2007 respondents, 2010 doctoral respondents were more likely to meet their advisors in regard to their ongoing research and results: at least once a week increased from 28% to 34%; and less than once a month decreased from 28% to 21%. There were no statistically significant differences between Carleton and the rest of Ontario for either Master's or Doctoral respondents.

Financial Support

Respondents were asked to select from a list all forms of support that they received while enrolled in their program. **Figure 11** shows the types of financial support that Master's respondents reported receiving at Carleton. Some positive changes were seen between 2007 and 2010 results for Master's respondents. Specifically, the proportion of respondents who received a provincial government scholarship increased (from 8% to 12%), and the proportion who received full tuition scholarships or waivers increased (from 7% to 12%).

Compared to the rest of Ontario, Carleton's Master's respondents received more partial tuition scholarships or waivers and were more likely to have off campus employment than their provincial counterparts. But they received fewer graduate research assistantships, university funded fellowships and Federal granting council scholarships/fellowships.

Figure 11: Sources of Financial Support at Carleton Master's respondents



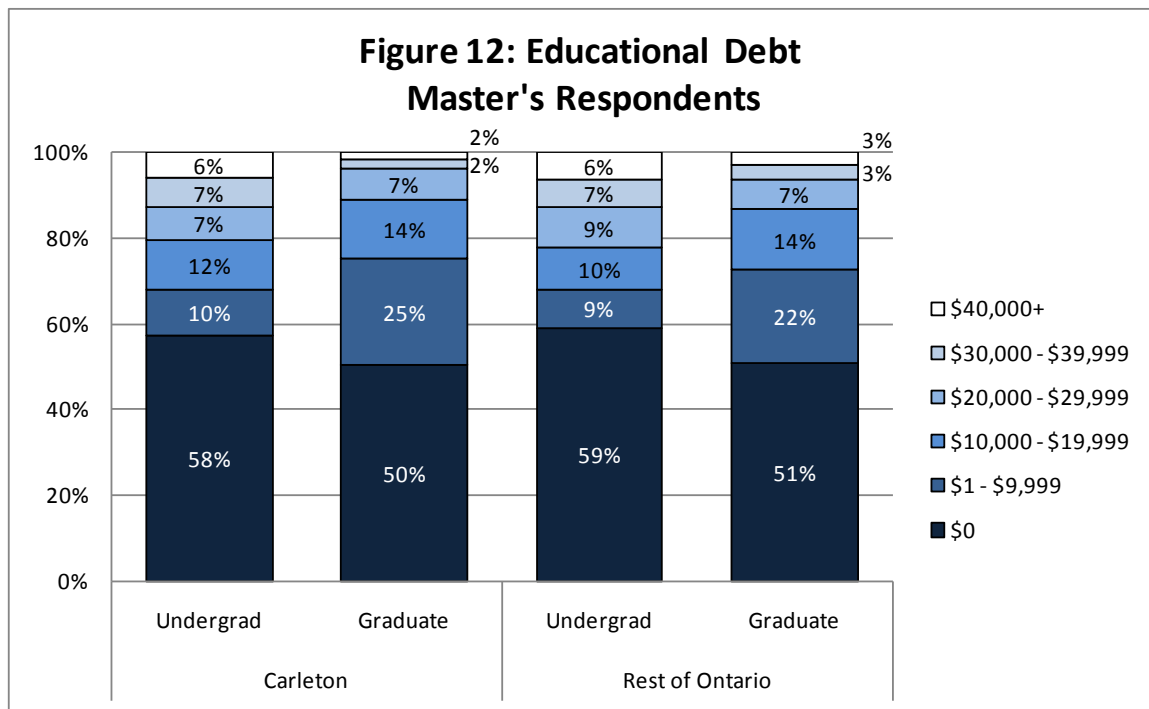
Carleton collects and reports data on student funding, such as bursaries and scholarships (Table 12) - Please see the introduction for a more detailed table of student funding for full-time graduate students.

	Master's		Doctoral	
	2006/07	2009/10	2006/07	2009/10
Bursary	9%	12%	22%	24%
Scholarship	32%	41%	61%	65%
Teaching Assistantship	31%	32%	60%	62%
Any University-Based Funding	44%	53%	72%	76%

Source: OIRP Perspectives Data Cubes, September 2010

It is interesting to compare the CGPSS survey results to Carleton’s own statistical tables. For example, while the proportion of Master’s students who received university funded scholarships increased between 2007 and 2010 according to Carleton statistics, this known increase is unclear in these results likely due to changes in the survey instrument over time, and differences in terms used⁴.

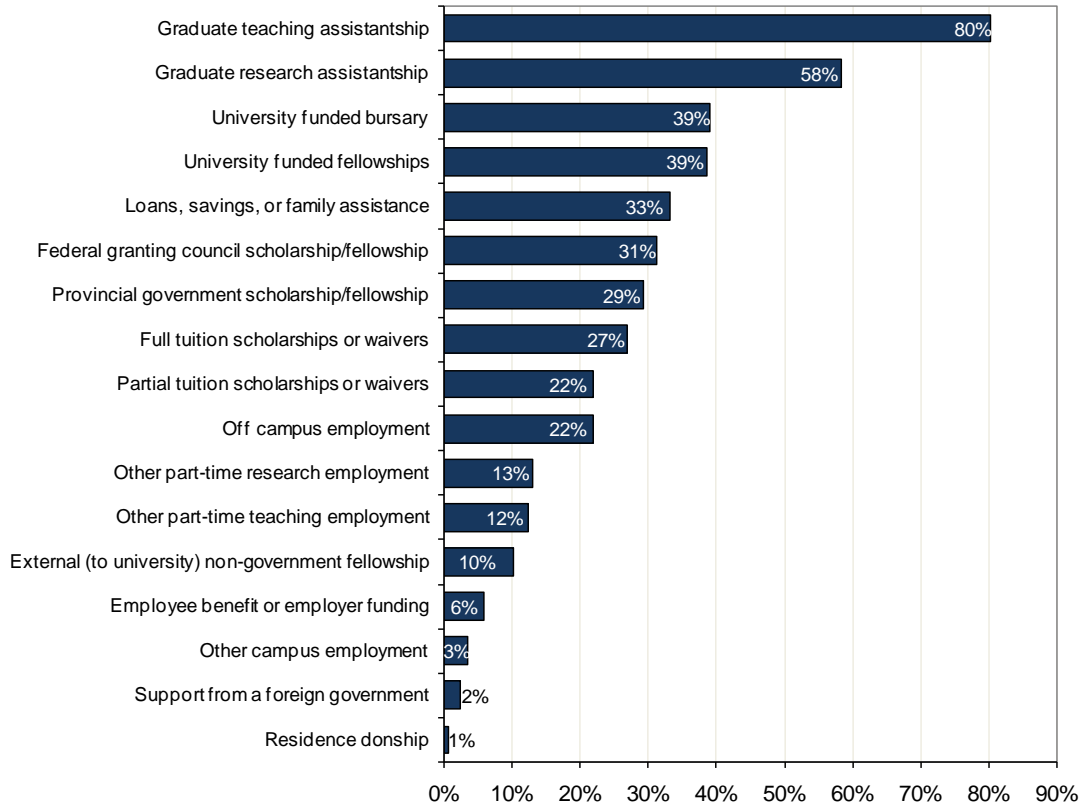
Respondents were asked to estimate the amount of undergraduate educational debt, if any, plus the amount of graduate educational debt, if any, they would have to repay once they had completed their graduate program. Amongst Carleton’s respondents in Master’s programs 42 percent reported having undergraduate debt and 50 percent reported having graduate debt. The breakdown of reported undergraduate and graduate debt is shown in **Figure 12** below, for Master’s respondents at Carleton and in the rest of Ontario. The distribution across categories was similar between Carleton and the rest of Ontario.



⁴ Specifically, in 2010, the category ‘University funded bursary’ was added to the list – in 2007, students could only select ‘University funded fellowship’. Also, the term ‘scholarship’ was not used in any option, opening up the possibility that respondents with scholarships were hesitant to select ‘fellowship’. In addition, across time comparisons are difficult, since many respondents likely chose to report their bursaries in the fellowship category in 2007, while others likely did not.

In comparison to those in Master’s degree, Doctoral respondents were more likely to receive funding from a wider variety of sources (as shown in **Figure 13**).

**Figure 13: Sources of Financial Support at Carleton
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, university funded bursary, full tuition scholarship or waivers, partial tuition scholarship or waivers, and off campus employment. Carleton Doctoral respondents were less likely to report having university funded fellowships and other campus employment.

Thirty percent of Carleton Doctoral respondents reported having undergraduate educational debt, and 44 percent expected to have graduate debt once finished their program - a similar proportion to the rest of Ontario respondents. The breakdown of this debt is shown in **Figure 14**. The distribution across categories was similar between Carleton and the rest of Ontario.

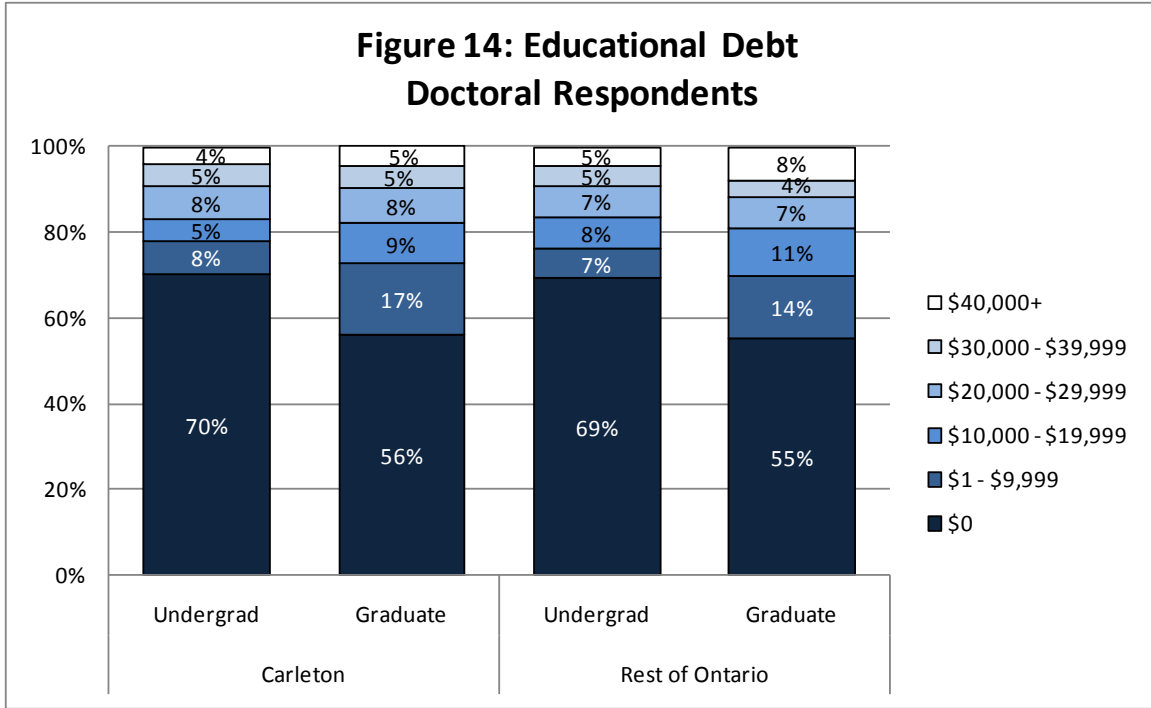
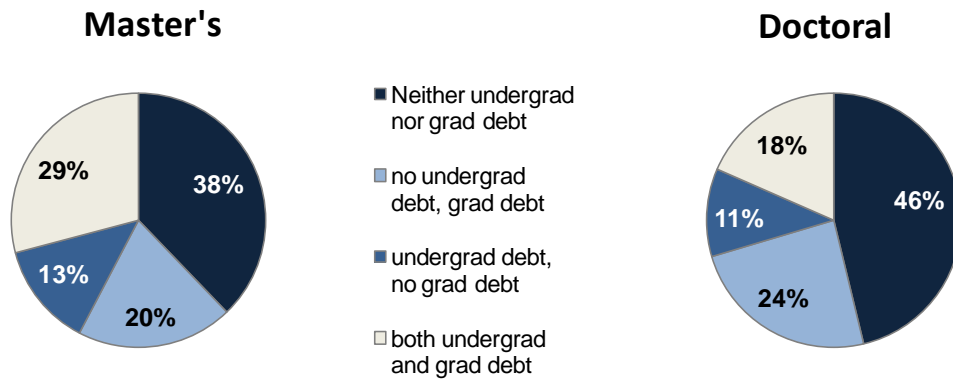


Figure 15 below summarizes the proportion of respondents who have no debt, both undergraduate and graduate debt, or one or the other kind of debt.

Figure 15: Carleton Respondents' Combinations of Undergraduate and Graduate Debt

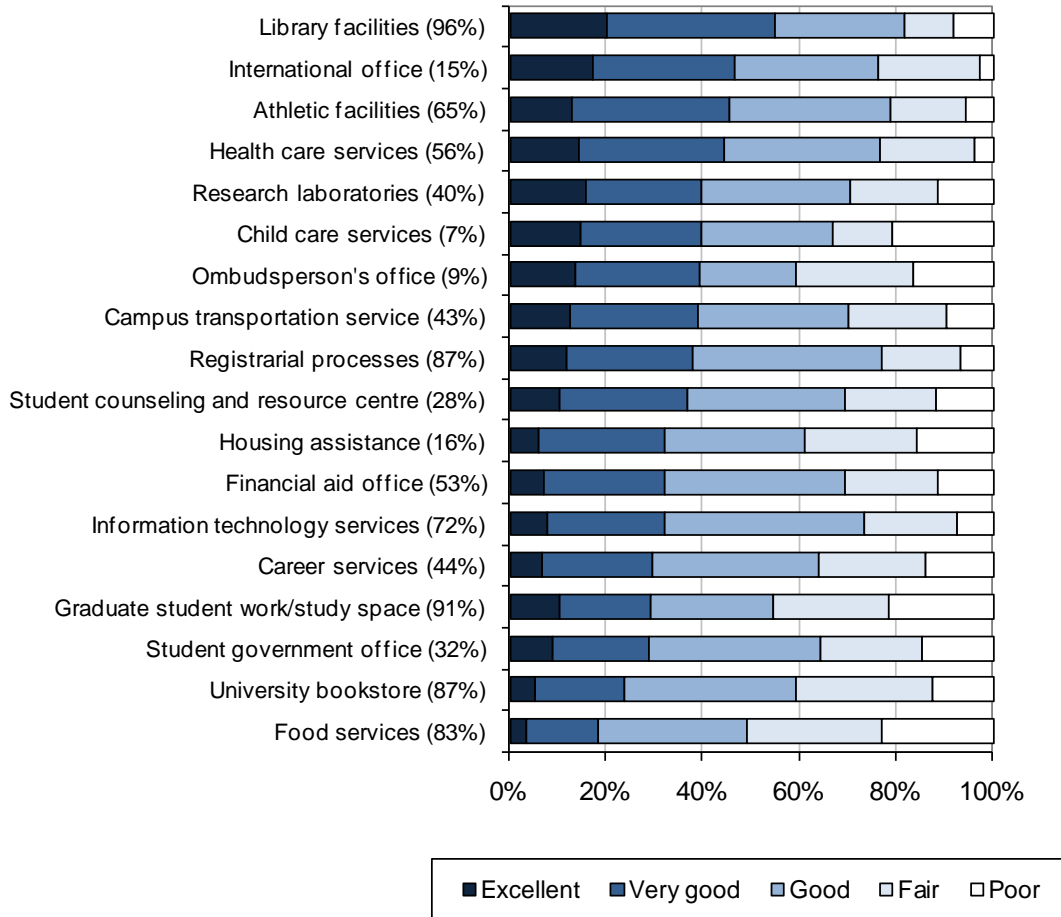


Comparisons between 2007 and 2010 debt shows that reported undergraduate debt was similar across time for Master's and Doctoral respondents at Carleton, in terms of both the proportion who had undergraduate debt, and the distribution of that debt. Master's respondents had similar rates and distributions of graduate debt. Doctoral students had comparable rates of graduate debt, but reported lower amounts of debt in 2010.

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 16** shows the results for Master’s respondents at Carleton, sorted by the proportion of respondents who chose either excellent or very good. Also included in this chart, in the parentheses beside the service, is the proportion of respondents who rated the service (and did not select either not applicable or did not participate).

**Figure 16: University Resources and Student Life
Master's Respondents**



Carleton Master’s respondents rated the library facilities highest (very good + excellent), whereas food services was the lowest rated service. In 2010, Master’s respondent reported statistically significantly lower levels of satisfaction with Athletic facilities compared to 2007: 46 percent rated it as very good or excellent in 2010, compared to 58 percent in 2007. Carleton ratings of a number of services were statistically different from average of the rest of Ontario universities (**Table 13**). In all cases where differences were noted, Master’s respondents had lower levels of satisfaction than their provincial counterparts.

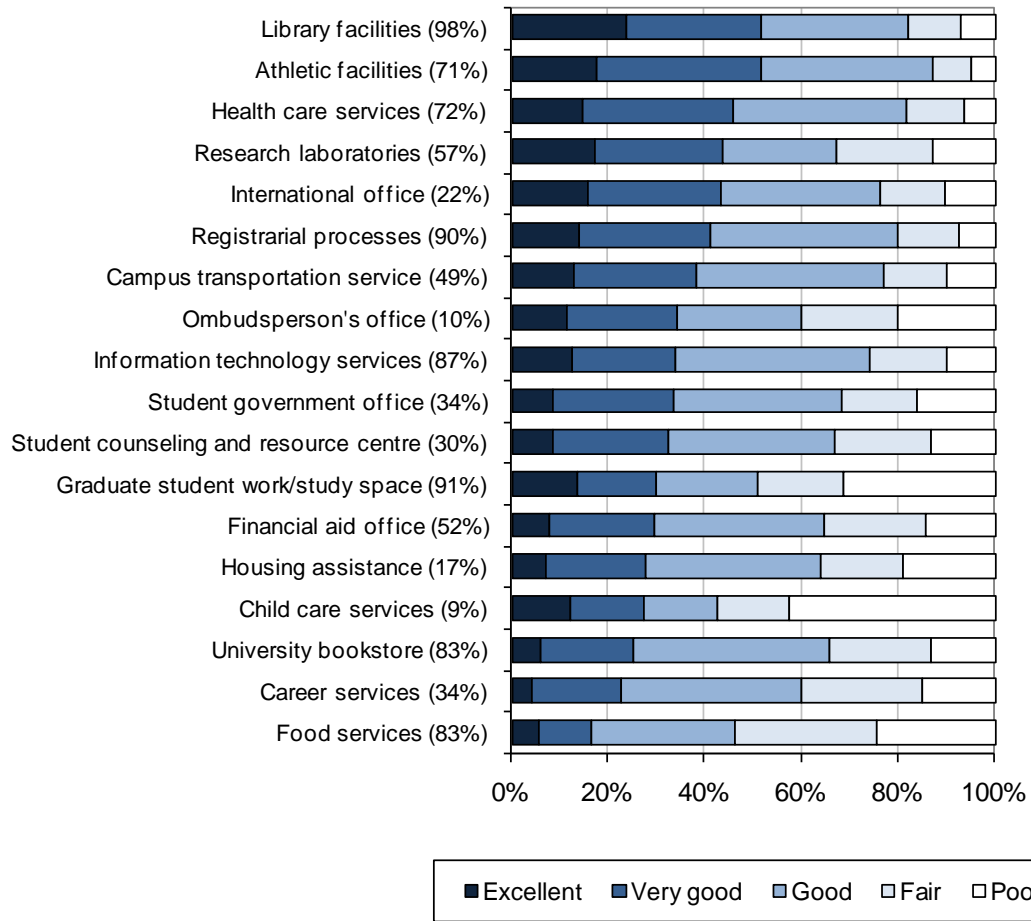
Table 13: University Resources Master’s Respondents			
	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Library Facilities (96%)*	55	67	-
Graduate student work/office space (91%)	29	48	-
Research Laboratories (40%)	40	54	-
Health care services (56%)	44	51	-
Athletic facilities (65%)	46	54	-
International Office (15%)	47	54	-
Ombudsperson’s office (9%)	39	46	-
Campus transportation service (43%)	39	46	-
Food services (83%)	18	24	-
University bookstore (87%)	24	37	-
Information technology services (72%)	32	44	-

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

Similar to the Master’s respondents, Doctoral respondents at Carleton gave the most excellent and very good ratings to the library facilities, while at the bottom of **Figure 17** is 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 14** below).

**Figure 17: University Resources and Student Life
Doctoral Respondents**



**Table 14: University Resources
Doctoral Respondents**

	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Registrarial processes (90%)*	41	37	+
Library facilities (98%)	52	71	-
Graduate student office space (91%)	30	44	-
Research laboratories (57%)	44	53	-
Campus transportation service (49%)	38	42	-
University bookstore (83%)	25	35	-
Information technology services (87%)	34	43	-

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

There were no differences between 2007 and 2010 amongst Doctoral respondents.

Summary and Conclusion

Participation in the 2010 Canadian Graduate and Professional Student Survey has yielded a wide variety of information on Carleton's graduate students.

In general, Carleton respondents were most satisfied with their program and their academic experiences: 86% of Master's respondents and 81% of Doctoral respondents gave at least a Good rating to their overall experience at Carleton; and 88% of Master's respondents and 85% of Doctoral respondents have at least a Good rating to their academic experience at Carleton. The areas they were the least satisfied with were professional skills development and some university resources (for more details, see pages 15-19 and pages 31-33, respectively).

For the most part, 2010 results were similar to 2007 (the last time CGPSS was done) with a few exceptions:

- Improvement in the rating of the quality of courses, workshop, or orientation on teaching (Master's)
- Improvement in the rating of the advice/workshops on career options within academia (Doctoral)
- Decrease in the awareness/occurrence of range of involvement within a department at national scholarly meetings (Master's)
- Increase in the awareness/occurrence of attendance at national scholarly meetings within a department (Doctoral)
- Increase in the frequency of meetings with advisors in regard to respondent's ongoing research and results (Doctoral)
- Increased usage of provincial and full tuition scholarships (Master's) and decrease in amount of graduate debt, on average (Doctoral)
- Decrease in satisfaction with Athletics facilities (Master's)

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.

The table below summarizes comparisons in this report between Carleton and the aggregate results for the rest of Ontario. These results highlight that while there are many similarities between Carleton’s results and those for the rest of Ontario, there are a number of issues where Carleton respondents reported lower satisfaction/ratings in both Master’s and Doctoral programs.

Summary of Comparison Between Carleton and Ontario Aggregate			
(– denotes lower ratings at Carleton; + denotes higher ratings at Carleton Please see individual results in the body of the report for more information)			
		Master’s	Doctoral
Overall experience at this university	% Very Good or Excellent	55% (-)	52% (-)
Your academic experience at this university		61% (-)	64% (-)
Your graduate/professional program at this univ.		60% (-)	57%
Your student life experience at this university		44% (-)	39%
If you were able to start your graduate career again, would you select the same university?	% Definitely or Probably	67%	60% (-)
If you were able to start your graduate career again, would you select the same field of study?		80%	84%
Would you recommend this university to someone considering your program?		76%	67% (-)
Would you recommend this university to someone in another field?		47% (-)	44% (-)
If you were to start your graduate career again, would you select the same faculty supervisor		69% (-)	79% (+)
Satisfaction with program, quality of instruction, and coursework*	* These items consist of a number of questions. See individual sections for more details	similar	similar
Obstacles to academic progress*		similar	similar
Professional skills development*		–	–
Research experience*		–	similar
Presentation and publication activity*		–	similar
Satisfaction with advisors*		similar	similar
Educational debt and sources of financing		similar	similar
Satisfaction with University resources*		–	similar/–

A few things should be kept in mind when reviewing these results. First, between 2007 and 2010 there was a large increase in graduate enrolment at Carleton, especially at the Master's level. This graduate expansion was part of a greater sector-level increase in Ontario. Secondly, the structure of some Master's programs has changed somewhat at Carleton, with a trend towards course-based Master's degrees. Where differences were found throughout the report, the results were confirmed to hold for the thesis-based Master's, meaning that this shift in program structure does not in and of itself explain the differences noted between Carleton and comparable institutions. And lastly, while results have not been analyzed by program at this point, in 2007 there was significant variation by program, and there is no reason to believe it would be any different in 2010. This means that it is important to recognize that these results are the average for Carleton, and may not apply to students in every program. Also, since there is a variety of program mixes in universities across Ontario, differences between Carleton and the rest of the Ontario average may be, at least in part, explained by Carleton's program mix in comparison.

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

APPENDIX A – Data Tables from Selected Graphs

	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	40%	44%	13%	2%	1%
The intellectual quality of my fellow students	21%	48%	24%	6%	1%
The relationship between faculty and graduate students	25%	40%	24%	9%	3%
Overall quality of graduate level teaching by faculty	20%	44%	26%	8%	2%
Advice on the availability of financial support	9%	22%	34%	20%	14%
Quality of academic advising and guidance	13%	29%	34%	15%	8%
Helpfulness of staff members in my program	33%	33%	20%	11%	3%
Availability of area courses I needed to complete my program	13%	26%	31%	20%	11%
Quality of instruction in my courses	19%	44%	29%	7%	2%
Relationship of program content to my research/professional goals	18%	35%	29%	13%	4%
Opportunities for student collaboration or teamwork	15%	29%	33%	15%	7%
Opportunities to take coursework outside my own department	14%	27%	34%	16%	8%
Opportunities to engage in interdisciplinary work	16%	25%	33%	19%	8%
Amount of coursework	9%	40%	39%	10%	2%

	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	38%	37%	17%	5%	2%
The intellectual quality of my fellow students	18%	43%	28%	8%	2%
The relationship between faculty and graduate students	23%	38%	25%	10%	4%
Overall quality of graduate level teaching by faculty	20%	39%	28%	11%	3%
Advice on the availability of financial support	13%	20%	35%	19%	14%
Quality of academic advising and guidance	19%	30%	29%	15%	7%
Helpfulness of staff members in my program	37%	30%	21%	10%	3%
Availability of area courses I needed to complete my program	13%	25%	35%	16%	11%
Quality of instruction in my courses	19%	44%	26%	9%	2%
Relationship of program content to my research/professional goals	19%	31%	32%	15%	4%
Opportunities for student collaboration or teamwork	10%	24%	32%	21%	13%
Opportunities to take coursework outside my own department	16%	26%	33%	18%	7%
Opportunities to engage in interdisciplinary work	20%	24%	27%	19%	10%
Amount of coursework seems appropriate to the degree	12%	36%	38%	11%	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	16%	35%	32%	11%	6%	12%	13%
Advice/workshops on preparing for candidacy examinations	12%	29%	32%	18%	9%	22%	46%
Feedback on your research	13%	31%	35%	15%	6%	7%	21%
Advice/workshops on the standards for academic writing in your field	9%	21%	28%	23%	19%	23%	16%
Advice/workshops on writing grant proposals	9%	21%	24%	20%	25%	26%	25%
Advice/workshops on publishing your work	8%	19%	25%	20%	28%	26%	25%
Advice/workshops on career options within academia	8%	15%	24%	22%	31%	24%	18%
Advice/workshops on career options outside academia	9%	19%	28%	23%	22%	19%	13%
Advice/workshops about research positions	6%	13%	23%	25%	33%	22%	18%
Advice/workshops about research ethics in human subject research	14%	21%	30%	18%	17%	19%	34%
Advice/workshops about research ethics in the use of animals	13%	20%	26%	16%	25%	20%	64%
Advice on intellectual property issues	9%	18%	28%	20%	24%	19%	26%

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	13%	31%	34%	14%	8%	9%	3%
Advice/workshops on preparing for candidacy examinations	8%	19%	27%	26%	20%	17%	20%
Feedback on your research	15%	32%	28%	17%	8%	3%	5%
Advice/workshops on the standards for academic writing in your field	9%	21%	24%	27%	20%	16%	9%
Advice/workshops on writing grant proposals	12%	20%	25%	18%	25%	19%	7%
Advice/workshops on publishing your work	10%	19%	21%	23%	27%	16%	8%
Advice/workshops on career options within academia	5%	18%	22%	25%	30%	17%	9%
Advice/workshops on career options outside academia	2%	10%	21%	26%	41%	18%	11%
Advice/workshops about research positions	3%	14%	22%	23%	38%	18%	9%
Advice/workshops about research ethics in human subject research	11%	19%	30%	21%	19%	18%	30%
Advice/workshops about research ethics in the use of animals	12%	17%	31%	20%	20%	17%	60%
Advice on intellectual property issues	7%	12%	26%	18%	37%	18%	18%

**Table A5: From Figure 10A -- Satisfaction with Advisor and Thesis
Master's Respondents at Carleton**

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Was knowledgeable about formal degree requirements	52%	42%	5%	2%	23%
Served as my advocate when necessary	53%	42%	3%	2%	34%
Gave me constructive feedback on my work	50%	41%	6%	3%	26%
Returned my work promptly	48%	38%	9%	5%	32%
Promoted my professional development	45%	44%	8%	4%	32%
Overall, performed the role well	48%	42%	6%	4%	23%
Was available for regular meetings	50%	39%	7%	4%	22%
Was very helpful to me in preparing for written qualifying exams	35%	49%	12%	4%	87%
Was very helpful to me in preparing for the oral qualifying exam	36%	46%	14%	4%	85%
Was very helpful to me in selecting a dissertation topic	38%	48%	11%	3%	38%
Assisted me in writing a dissertation prospectus or proposal	37%	46%	14%	4%	52%
Assisted me in writing the dissertation	34%	50%	11%	5%	64%
Assisted me in selecting the dissertation committee	38%	47%	8%	6%	70%

**Table A6: From Figure 10B -- Satisfaction with Advisor and Thesis
Doctoral Respondents at Carleton**

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Was knowledgeable about formal degree requirements	49%	44%	6%	2%	6%
Served as my advocate when necessary	55%	38%	6%	1%	13%
Gave me constructive feedback on my work	55%	38%	5%	2%	9%
Returned my work promptly	51%	35%	11%	3%	12%
Promoted my professional development	48%	38%	11%	4%	13%
Overall, performed the role well	51%	38%	8%	3%	9%
Was available for regular meetings	56%	34%	9%	2%	7%
Was very helpful to me in preparing for written qualifying exams	41%	39%	18%	3%	47%
Was very helpful to me in preparing for the oral qualifying exam	41%	39%	15%	5%	40%
Was very helpful to me in selecting a dissertation topic	45%	42%	10%	3%	17%
Assisted me in writing a dissertation prospectus or proposal	44%	41%	11%	4%	30%
Assisted me in writing the dissertation	49%	35%	8%	7%	44%
Assisted me in selecting the dissertation committee	53%	38%	7%	3%	35%

	Excellent	Very good	Good	Fair	Poor
Library facilities (96%)	20%	35%	27%	10%	8%
Graduate student work/study space (91%)	10%	19%	25%	24%	22%
Research laboratories (40%)	16%	24%	31%	18%	11%
Health care services (56%)	14%	30%	32%	20%	4%
Child care services (7%)	15%	25%	27%	13%	21%
Financial aid office (53%)	7%	25%	37%	19%	11%
Career services (44%)	7%	23%	34%	22%	14%
Student counselling and resource centre (28%)	10%	27%	33%	19%	12%
Athletic facilities (65%)	13%	33%	33%	16%	6%
International office (15%)	17%	30%	30%	21%	3%
Housing assistance (16%)	6%	26%	29%	23%	16%
Ombudsperson's office (9%)	14%	26%	20%	24%	17%
Campus transportation service (43%)	12%	26%	31%	20%	10%
Food services (83%)	4%	15%	31%	28%	23%
University bookstore (87%)	5%	18%	36%	28%	12%
Student government office (32%)	9%	20%	36%	21%	15%
Registrarial processes (87%)	12%	26%	39%	16%	7%
Information technology services (72%)	8%	24%	41%	19%	7%

	Excellent	Very good	Good	Fair	Poor
Library facilities (98%)	24%	28%	30%	11%	7%
Graduate student work/study space (91%)	14%	16%	21%	18%	31%
Research laboratories (57%)	17%	27%	24%	20%	13%
Health care services (72%)	15%	31%	36%	12%	6%
Child care services (9%)	12%	15%	15%	15%	42%
Financial aid office (52%)	8%	22%	35%	21%	14%
Career services (34%)	4%	18%	38%	25%	15%
Student counselling and resource centre (30%)	9%	24%	34%	20%	13%
Athletic facilities (71%)	18%	34%	35%	8%	5%
International office (22%)	16%	28%	33%	13%	11%
Housing assistance (17%)	7%	21%	36%	17%	19%
Ombudsperson's office (10%)	11%	23%	26%	20%	20%
Campus transportation service (49%)	13%	25%	39%	13%	10%
Food services (83%)	5%	11%	30%	29%	25%
University bookstore (83%)	6%	19%	41%	21%	13%
Student government office (34%)	9%	25%	35%	15%	16%
Registrarial processes (90%)	14%	27%	39%	13%	7%
Information technology services (87%)	13%	21%	40%	16%	10%