

Summary of Results from the 2013 Canadian Graduate and Professional Student Survey (CGPSS)

Prepared by the Office of Institutional Research and Planning

December 2013

Introduction

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

At Carleton, all graduate level students were e-mailed an invitation to participate in this on-line survey. Of the 3,164 students who were invited 1,176 responded, resulting in a response rate of 37.2% percent.

The analysis that follows will present results separately for Master's and Doctoral respondents. **Any differences between 2010 and 2013 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 of ordinal variables, 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 Doctoral students between 2009/10 and 2012/13. This enrolment growth in graduate studies occurred across Ontario, where excluding Carleton, Master's enrolment grew by 14 percent and Doctoral enrolment grew 9 percent.

Carleton Enrolment		
	Master's	Doctoral
Fall 2009-10	2,375	944
Fall 2012-13	2,535	1,042
Enrolment growth (2009/10-2012/13)	7%	10%

Source: OIRP data cubes

- Graduate students were more likely to be full-time in 2012-13. The proportion of full-time Master's students increased from 75 percent in the fall of 2009 to 80 percent in the fall of 2012, and the proportion of full-time Doctoral students increase from 79 percent in the fall of 2009 to 84 percent in the fall of 2012.

- Master's students were more likely to be new students in 2012-13, whereas in Doctoral studies there were similar proportions of new and returning students between the two survey years. Specifically, in the fall of 2009, 40 percent of Carleton's Master's students were new students, compared to 46 percent in the fall of 2012.

- 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 was mostly course-based increased from 2010 to 2013: from 26 percent to 45 percent².

² There was a change in survey design in 2013: respondents were asked if their program was mainly course-based in 2013 instead of whether their program included a thesis, dissertation, or research paper in 2010.

- Average funding per funded full-time student slightly increased for Master’s students and slightly decreased for Doctoral students. Total funding increased by 10 percent for full-time Master’s students and 13% for full-time Doctoral students.

Funding for Full-time Carleton Graduate Students, by Degree and Award Type								
	% Students Funded				Avg per Funded Student			
	Masters		Ph.D.		Masters		Ph.D.	
	2009/10	2012/13	2009/10	2012/13	2009/10	2012/13	2009/10	2012/13
Full-time Graduate	75%	76%	94%	93%	\$13,113	\$13,243	\$25,171	\$24,686
Award								
Bursary	14%	10%	29%	29%	\$1,178	\$981	\$1,214	\$1,111
Scholarship	55%	62%	82%	83%	\$6,540	\$5,456	\$13,689	\$12,294
Teaching Assistant	40%	41%	75%	75%	\$8,552	\$8,933	\$9,166	\$9,789
Research	28%	24%	58%	52%	\$5,054	\$5,245	\$7,632	\$8,268
Other	10%	5%	24%	11%	\$1,158	\$1,071	\$1,128	\$1,538

Source: OIRP data cubes, September 2012

Changes of 2013 CGPSS

At the beginning of the 2013 CGPSS, respondents were asked whether their programs were research-based, under the supervision of a research director/advisor, or more course-based with no supervisor formally assigned. Results are as follows:

	Master's		Doctoral	
	# of students	% of respondents	# of students	% of respondents
Long stream: Mostly research-based, and I already have a research director/advisor	370	47%	371	94%
Medium stream: Mostly research-based, but I still <u>do not have</u> a research director/advisor	62	8%	21	5%
Short stream: Mainly course-based	348	45%	4	1%

Then survey questions were asked based on the streams of the students. **Comparisons between 2010 and 2013 Master’s respondents were not available for some specific questions as they were targeted at different groups of respondents.** Those include questions about general satisfaction, professional skills development, research experience, presentations and publications and advisors.

2013 Respondent Profile

While the overall survey response rate at Carleton was 37.2 percent, the response rate was higher for Doctoral students than it was for Master's students:

- 2,195 Master's students, of whom 780 responded (a response rate of 36%)
- 969 Doctoral students, of whom 396 responded (a response rate of 41%)

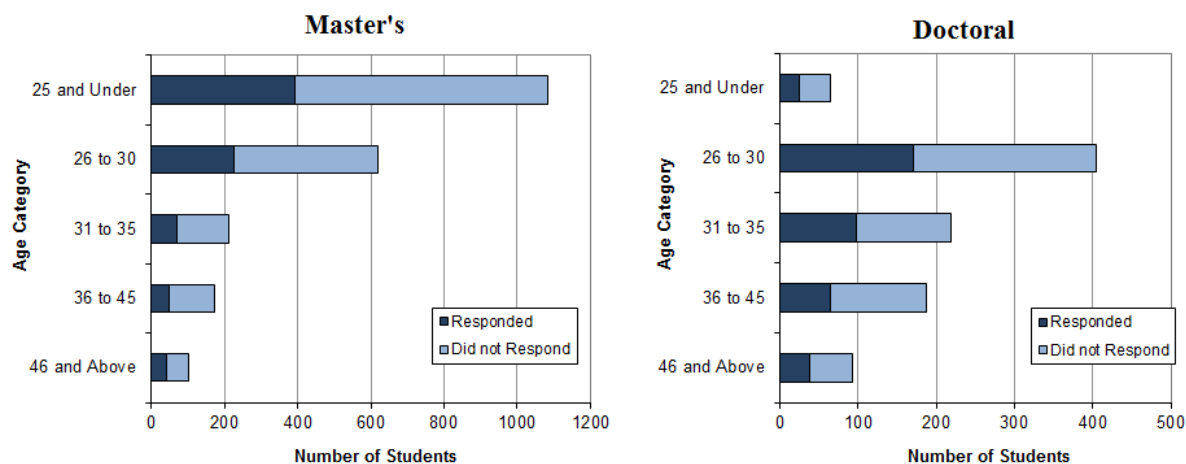
Response rates were similar for both Master's students and Doctoral students in 2010 and 2013.

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

	Master's	Doctoral
Male	31%	36%
Female	40%	47%

Response rates by age³ 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.

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



³ Age as of December 31st, 2012.

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

Table 2: Respondents by Faculty and Degree				
Master's	2013			2010
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	425	188	44%	43%
Public Affairs	827	274	33%	37%
Sprott School of Business	96	26	27%	30%
Science	236	91	39%	35%
Engineering and Design	611	201	33%	34%
Total	2,195	780	36%	37%
Doctoral	2013			2010
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	294	140	48%	47%
Public Affairs	190	75	39%	40%
Sprott School of Business	48	22	46%	38%
Science	206	81	39%	47%
Engineering and Design	231	78	34%	37%
Total	969	396	41%	43%

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**).

Master's respondents were more likely to report that they were 'still taking courses' in 2013 (79% vs. 72%). In addition, when asked if they expected to graduate by the end of the current academic year, 34 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

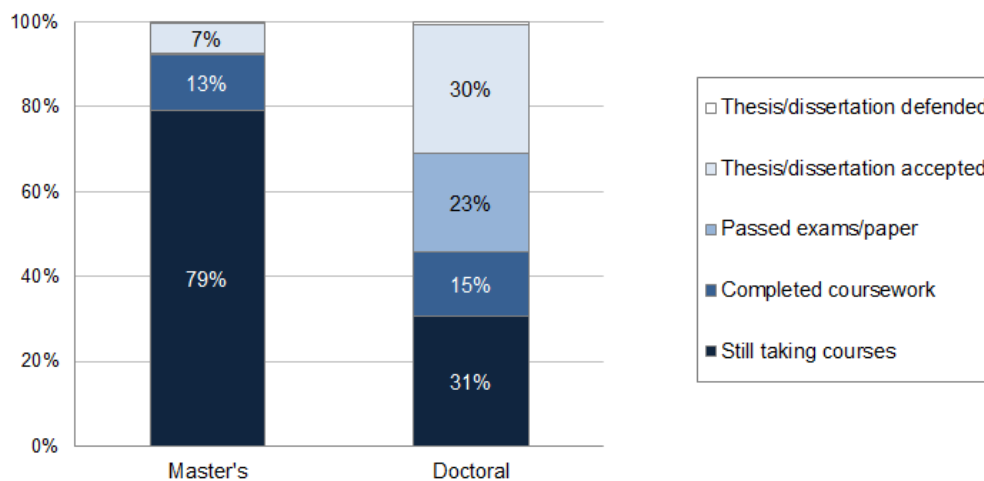


Table 3 summarizes respondents' self-reported demographic characteristics, by degree. Also included is the demographic profile of graduate students at Carleton. This comparison shows that the CGPSS respondents were considerably more likely to be female and slightly more likely to report being Canadian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

Table 3: Demographic Profile of Students and Respondents Carleton, by Degree				
	Master's		Doctoral	
	% of Respondents	% of Students	% of Respondents	% of Students
Female	57%	49%	48%	41%
Canadian citizen	80%	76%	73%	71%
Canadian permanent resident	7%	9%	12%	17%
Aboriginal	3%	n/a*	4%	n/a*
Visible minority	31%	n/a*	28%	n/a*

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

General Assessment and Satisfaction

This section will summarize Carleton's results from a number of CGPSS items which try to measure satisfaction with overall academic and non-academic student experiences. **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 slightly lower ratings to their overall experience. Differences between 2010 and 2013 were not statistically significant.

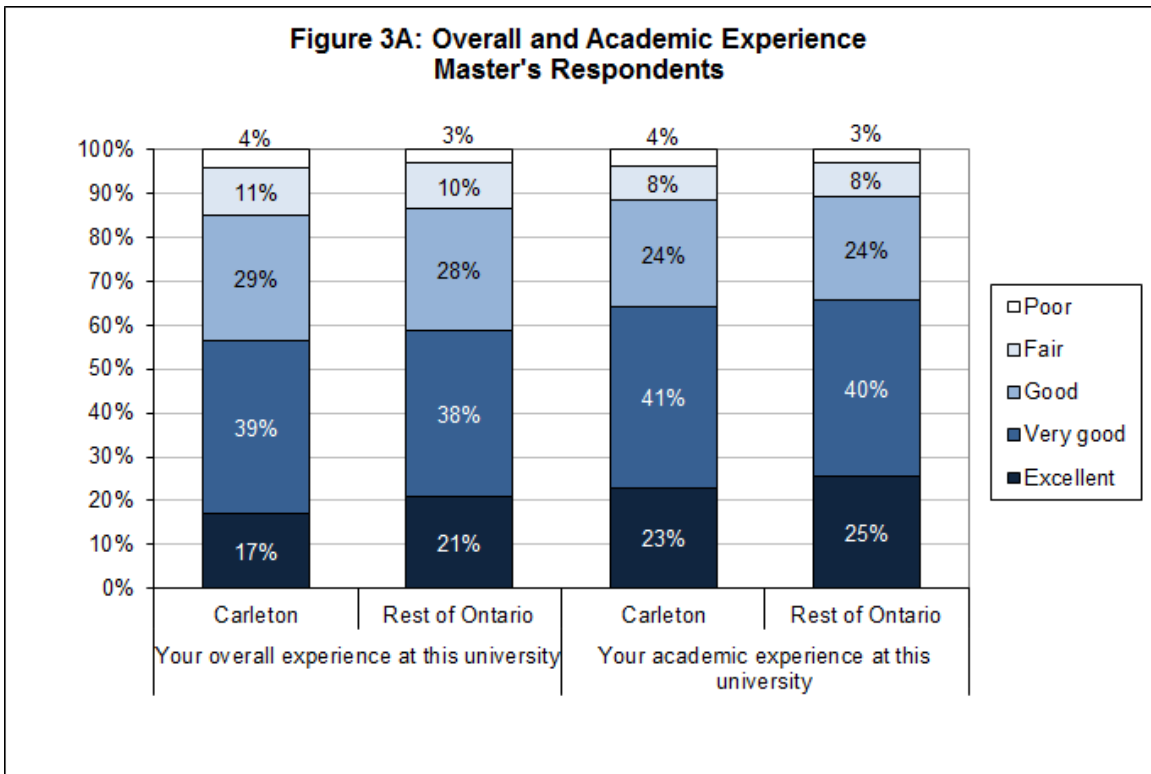
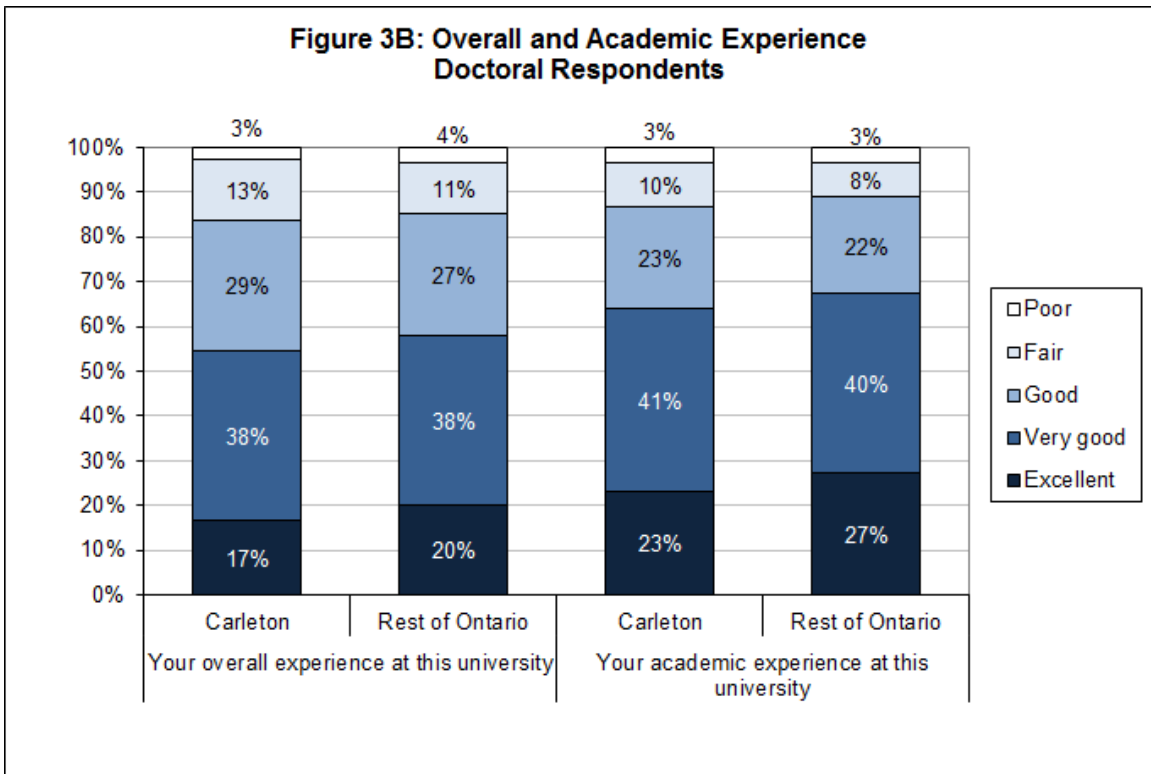


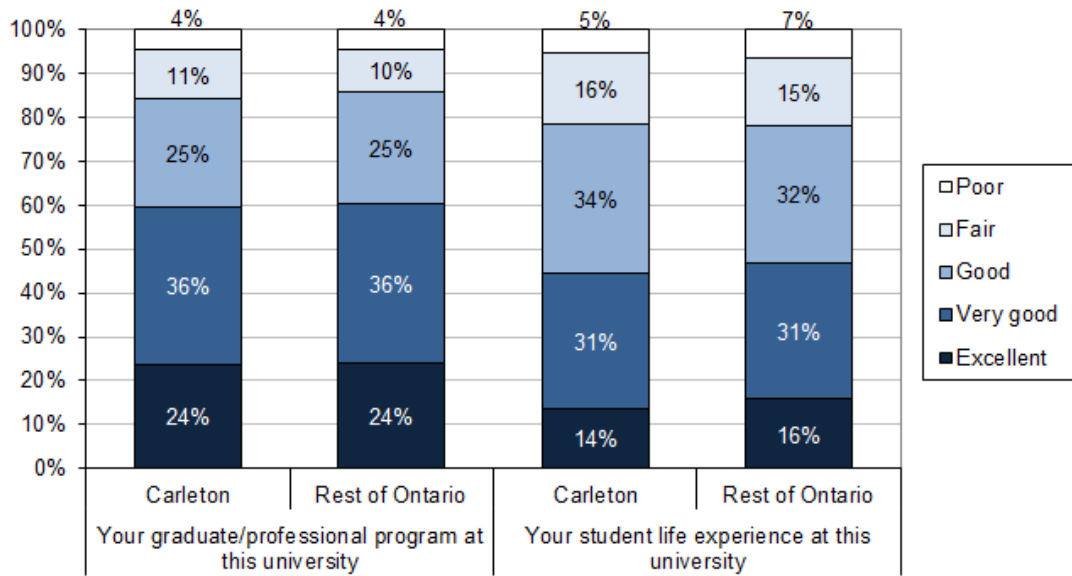
Figure 3B illustrates how Doctoral respondents rated their academic and overall experiences at their university. Similarly to Master's respondents, Doctoral respondents were also more likely to rate their academic experience higher than their overall experience. Carleton's Doctoral respondents rated similarly to their provincial counterparts⁴. Differences between 2010 and 2013 were not statistically significant.

⁴ The term "similarly" should be taken as there is no statistically significant difference between respondents from Carleton and the rest of Ontario.



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/professional program at this university and ii) your student life experiences at this university? In general, both Master’s and Doctoral respondents rated their program higher than their student life experiences. Both of Carleton’s Master’s and Doctoral respondents rated similarly to their provincial counterparts. Results are similar between 2010 and 2013.

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



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

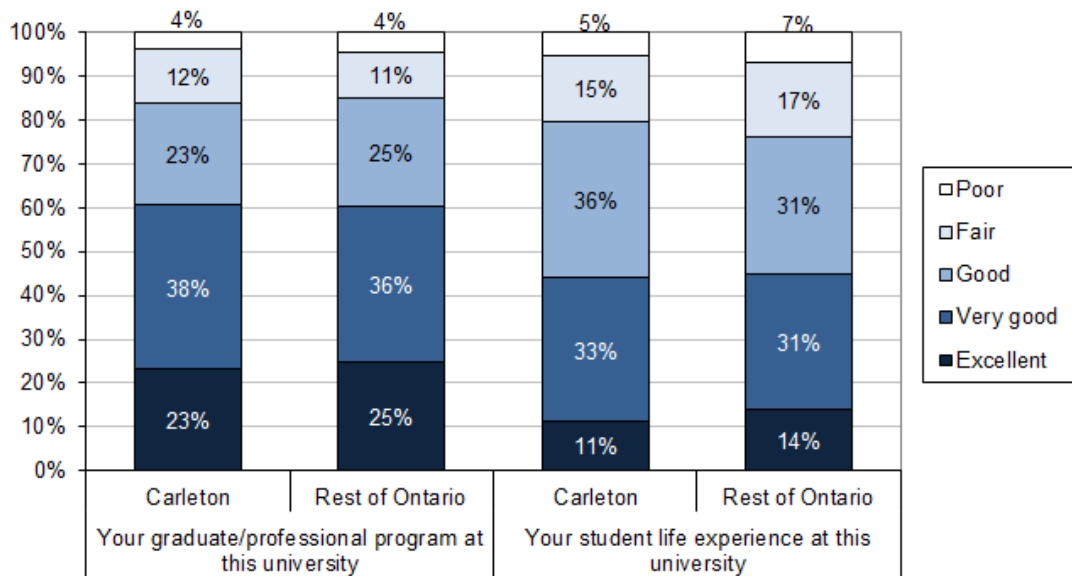


Table 4A shows the results of a series of general satisfaction questions. While the respondents answered the question on a five point scale, in order to simplify the table, “definitely” and “probably” were added together, as were “definitely not” and “probably not”.

Table 4A: General Satisfaction, by Degree Carleton’s Respondents						
	% of Master’s Respondents			% of Doctoral respondents		
	Definitely or Probably	Maybe	Definitely or Probably Not	Definitely or Probably	Maybe	Definitely or Probably Not
If you were to start your grad career again, would you select the same faculty supervisor?*	76%	16%	8%	75%	16%	9%
Would you recommend this university to someone considering your program?	73%	18%	9%	67%	22%	11%
If you were able to start your graduate career again, would you select the same university?	67%	20%	13%	59%	24%	17%
If you were able to start your graduate career again, would you select the same field of study?	79%	12%	9%	83%	9%	7%
Would you recommend this university to someone in another field?	53%	34%	12%	44%	43%	13%

*For those respondents with a research advisor only

Roughly two-thirds of Carleton’s Master’s respondents and 59 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 79 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 and to someone in another field, compared with their Doctoral counterparts.

Any differences between 2010 and 2013 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?	67%	72%	59%	69%
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?	73%	76%	67%	72%
Would you recommend this university to someone in another field?	53%	64%	44%	58%
If you were to start your graduate career again, would you select the same faculty supervisor?*	similar		similar	

*For those respondents with a research advisor only

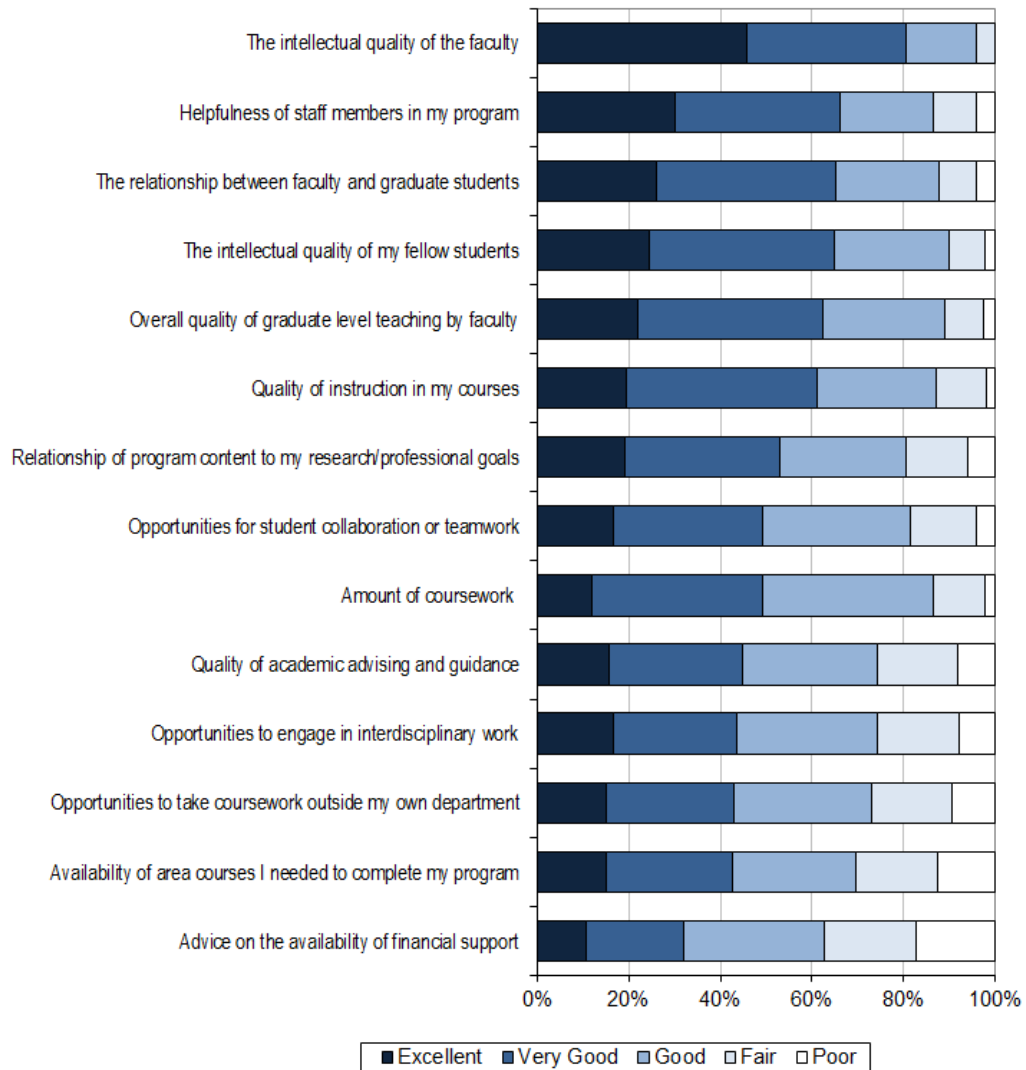
An institution-specific question was added to the 2013 survey to assess the general satisfaction level of Carleton respondents. They were asked to indicate their level of agreement with the statement 'I feel part of a university-wide graduate student community.' Fifty-two percent of Master's respondents and 53 percent of Doctoral respondents reported agree or strongly agree to it.

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 interactions 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, 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 and advice on the availability of financial support.

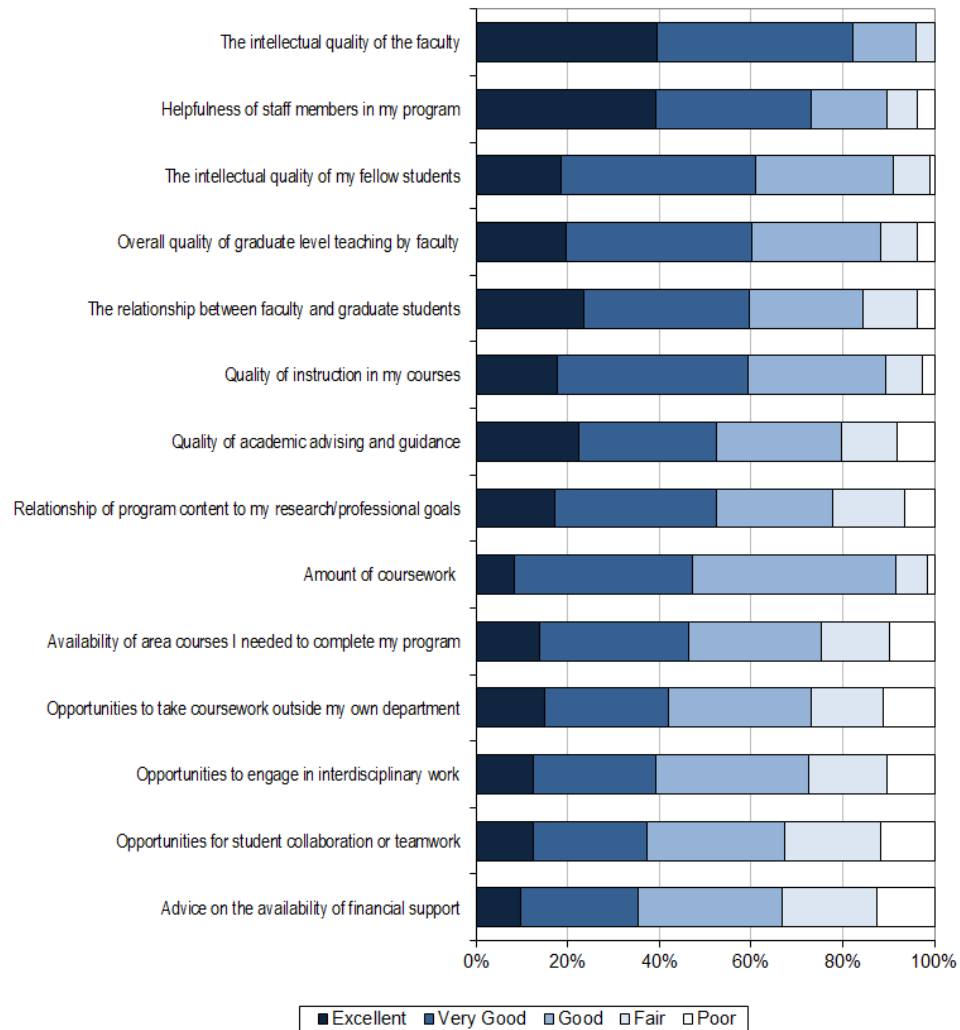
Please note that a more detailed outline (including proportions) of Carleton's results for this chart is included in **Appendix A**.

**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 same items as Master’s students: intellectual quality of the faculty and the helpfulness of staff members in their program. At the bottom of this chart, with the least satisfaction, are the opportunities for 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 2010 and 2013 Carleton results were found to be statistically significant for either Master’s or Doctoral respondents with the exception of the improvement on ‘opportunities for student collaboration on teamwork’ for Master’s respondents in 2013: respondents who reported either “excellent” or “very good” increased from 44% to 49%. 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			
Opportunities for student collaboration or teamwork	49	58	-
Amount of coursework	49	43	+
Opportunities to engage in interdisciplinary work	44	40	+
Opportunities to take coursework outside my own department	43	35	+
Availability of area courses I needed to complete my program	43	49	-
Doctoral Respondents			
Helpfulness of staff members in my program	73	66	+
The intellectual quality of my fellow students	61	67	-
Quality of academic advising and guidance	53	48	+
Amount of coursework	47	43	+

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/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	27%	44%	28%	28%	38%	34%
Course scheduling	48%	39%	13%	67%	28%	5%
Program structure or requirements	52%	35%	13%	56%	34%	10%
Family obligations	55%	34%	11%	45%	38%	17%
Availability of faculty	62%	30%	8%	62%	29%	9%
Immigration laws or regulations	89%	8%	4%	86%	8%	5%

There were no statistically significant differences between 2010 and 2013 results with the exception that 2013 Master's respondents were more likely to report 'immigration laws or regulations' as an obstacle: 11% reported it as an obstacle compared with 6% in 2010, it is worth noting that the proportion of international respondents increased from 7% in 2010 to 13% in 2013 which may help to explain the difference.

Compared to the rest of the province, Carleton’s Master’s respondents were more likely to report course scheduling as an obstacle to academic progress in comparison to their provincial counterparts: 52 percent of Carleton’s Master’s respondents reported it as an obstacle, compared with 48 percent for the rest of Ontario Master’s respondents. Also, they were less likely to report family obligations as an obstacle to academic progress compared to the rest of Ontario: 45 percent of Carleton’s Master’s respondents reported that this was an obstacle, compared with 50 percent for the rest of Ontario Master’s respondents.

There were no statistically significant differences between Carleton’s Doctoral respondents, and those from the rest of Ontario.

Professional Skills Development and Teaching Assistantships

In the 2013 CGPSS, Carleton added some institution-specific questions that focused on TA experience. In 2013, 51% of Master’s respondents and 75% of Doctoral respondents indicated that they were teaching assistants.

Table 7A outlines the results for the TA training experience at Carleton. Doctoral respondents were more likely to report that 5 hours of paid training was “too much” than Master’s respondents.

Table 7A: TA Training at Carleton		
	Master's	Doctoral
Would you say that the 5 hours of paid training made available to you as part of your annual assignment as a TA is		
Appropriate	71%	70%
Not enough	14%	5%
Too much	15%	25%
Level of agreement with the following statement: I was able to register for most of the training topics I was interested in.		
Strongly disagree	12%	13%
Disagree	21%	24%
Agree	43%	47%
Strongly agree	24%	16%

Respondents were also asked to rate their satisfaction with the following aspects of the TA management system. **Table 7B** shows results. Master’s respondents reported higher

satisfaction level on all aspects than Doctoral respondents based on the proportion of “very satisfied” rating.

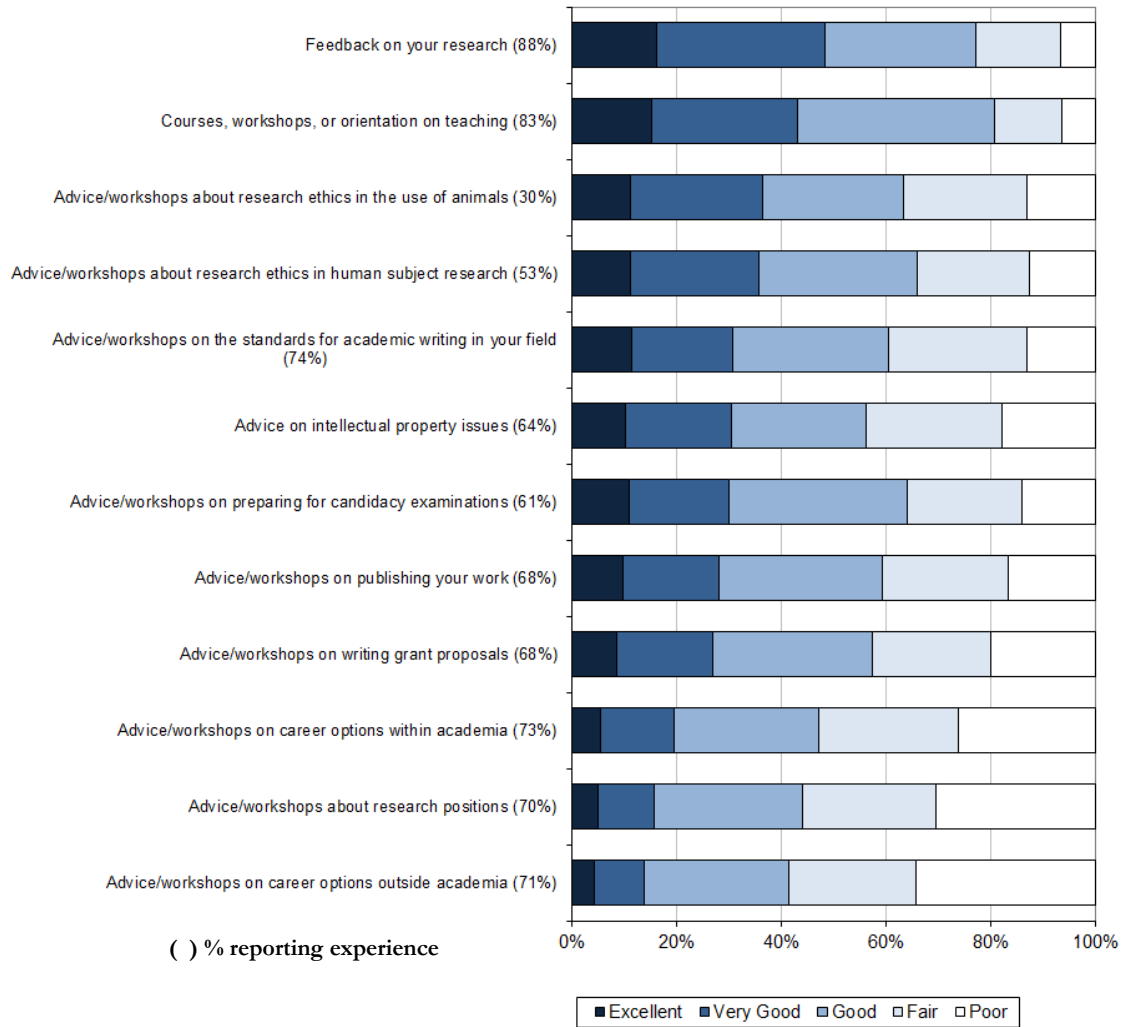
Table 7B: TA Management System at Carleton		
	Master's	Doctoral
Receiving your TA assignment		
Very unsatisfied	3%	1%
Unsatisfied	8%	8%
Satisfied	49%	55%
Very satisfied	40%	36%
Accepting your assignment of duties		
Very unsatisfied	2%	2%
Unsatisfied	6%	5%
Satisfied	48%	56%
Very satisfied	43%	38%
Information on workshops/training available to you		
Very unsatisfied	6%	7%
Unsatisfied	12%	18%
Satisfied	50%	51%
Very satisfied	32%	23%
The tracking of the number of training hours completed		
Very unsatisfied	5%	6%
Unsatisfied	14%	14%
Satisfied	46%	52%
Very satisfied	36%	28%

Another area that was covered by the CGPSS was professional skills development. This section included the rating of a series of items that were deemed important to this goal. In 2013, students in research-based programs and course-based programs were assigned with different questions. 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 7A and 7B illustrates the results for this series of items for Carleton’s Master’s respondents in both research-based and course-based programs⁵.

⁵ While the rating scale went from poor to excellent, survey respondents could also choose either “not applicable” or “did not participate”. The statistical testing was done on the distribution within the five-point scale (excluding n/a and did not participate) although the proportion of respondents choosing either of those options was high for some items (as seen in tables A3 and A4 in Appendix A).

**Figure 7A: Professional Skills Development
Master's Respondents in Research-based Programs at Carleton**



**Figure 7B: Professional Skills Development
Master's Respondents in Course-based Programs at Carleton**

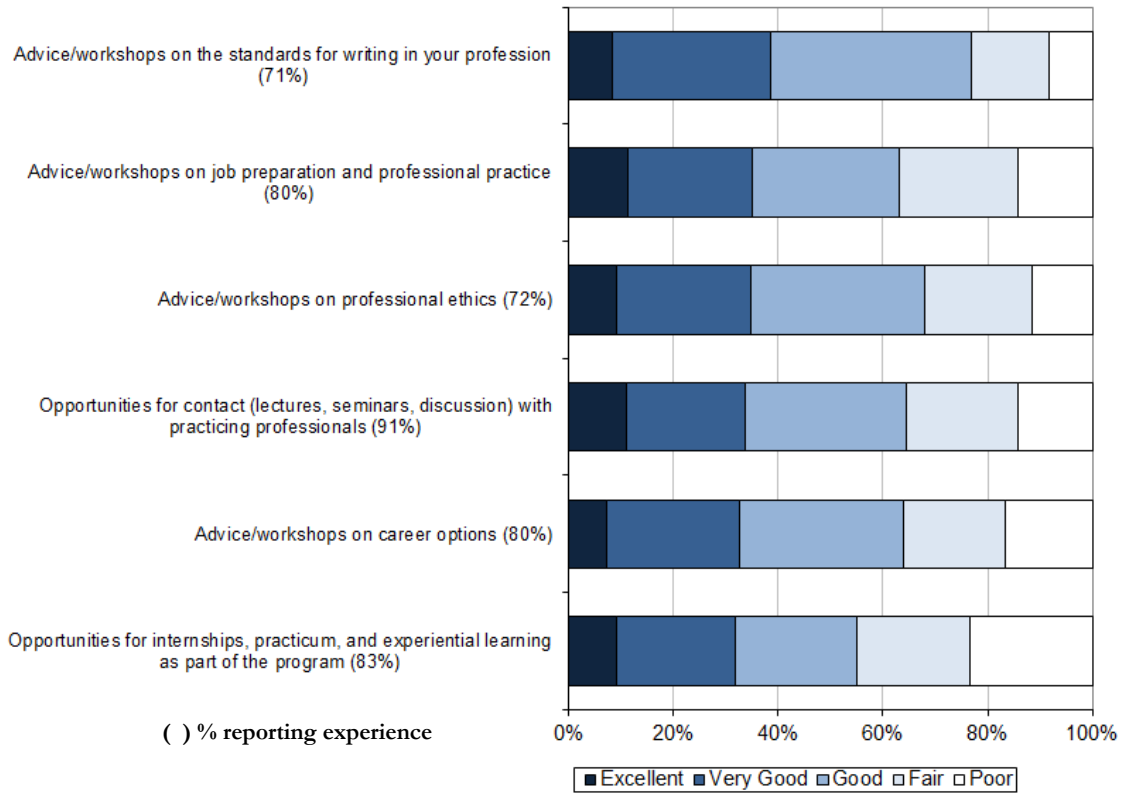


Table 8A shows the distribution of selected ratings for the items that were deemed to be statistically significantly different for Master’s respondents at Carleton. In all cases where differences were found, items were rated lower at Carleton. More specifically, the table includes the proportion of Carleton 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.

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
Research-based programs:				
Advice/workshops on preparing for candidacy examinations (61%)	30	38	14	11
Advice/workshops on the standards for academic writing in your field (74%)	31	38	13	12
Advice/workshops on career options within academia (73%)	20	27	26	21
Advice/workshops on career options outside academia (71%)	14	23	34	27
Advice/workshops about research positions (70%)	16	24	30	23
Course-based programs:				
Advice/workshops on professional ethics (72%)	35	40	12	9
Opportunities for internships, practicum, and experiential learning as part of the program (83%)	32	46	23	15
Opportunities for contact (lectures, seminars, discussion) with practicing professionals (91%)	34	50	14	8

Doctoral respondents in research-based programs reported similar to Master's respondents' satisfaction levels with the professional skill development occurring in and around their programs (**Figure 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 in Research-based Programs at Carleton**

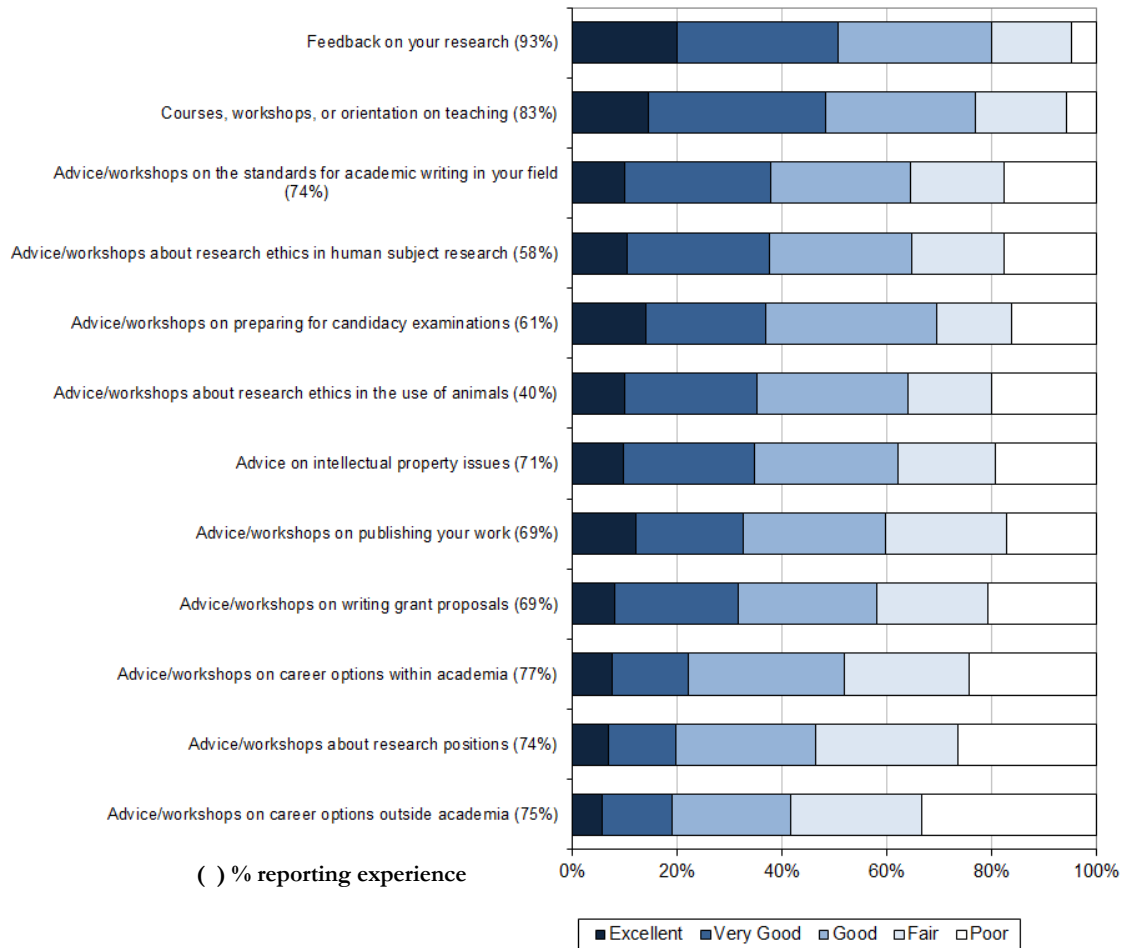


Table 8B shows the differences that are statistically significant between 2010 and 2013 for Doctoral respondents. 2013 respondents reported higher satisfaction level in all of these areas.

Table 8B: Differences in Ratings of Professional Skill Development Carleton, Doctoral Respondents in Research-based Programs				
	% Excellent + Very good		% Poor	
	2010	2013	2010	2013
Advice/workshops on preparing for candidacy examinations	26%	37%	21%	16%
Advice/workshops on the standards for academic writing in your field	30%	38%	19%	18%
Advice/workshops on publishing your work	29%	33%	27%	17%
Advice/workshops on career options outside academia	12%	19%	40%	33%
Advice/workshops about research positions	17%	20%	37%	26%
Advice on intellectual property issues	19%	35%	37%	19%

Table 8C below shows selected response distributions for the items that were found to be statistically significantly different between Carleton and the rest of Ontario for Doctoral respondents in research-based programs. For all items where results were deemed to be statistically significantly different, Carleton's Doctoral respondents gave higher ratings in comparison to the rest of the Ontario participants.

Table 8C: 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
Research-based programs:				
Courses, workshops, or orientation on teaching (83%)	48	42	6	9
Advice/workshops on preparing for candidacy examinations (61%)	37	30	16	22
Advice on intellectual property issues (71%)	35	24	19	25

Analysis of Doctoral respondents in course-based programs was not conducted due to small sample size (N=4).

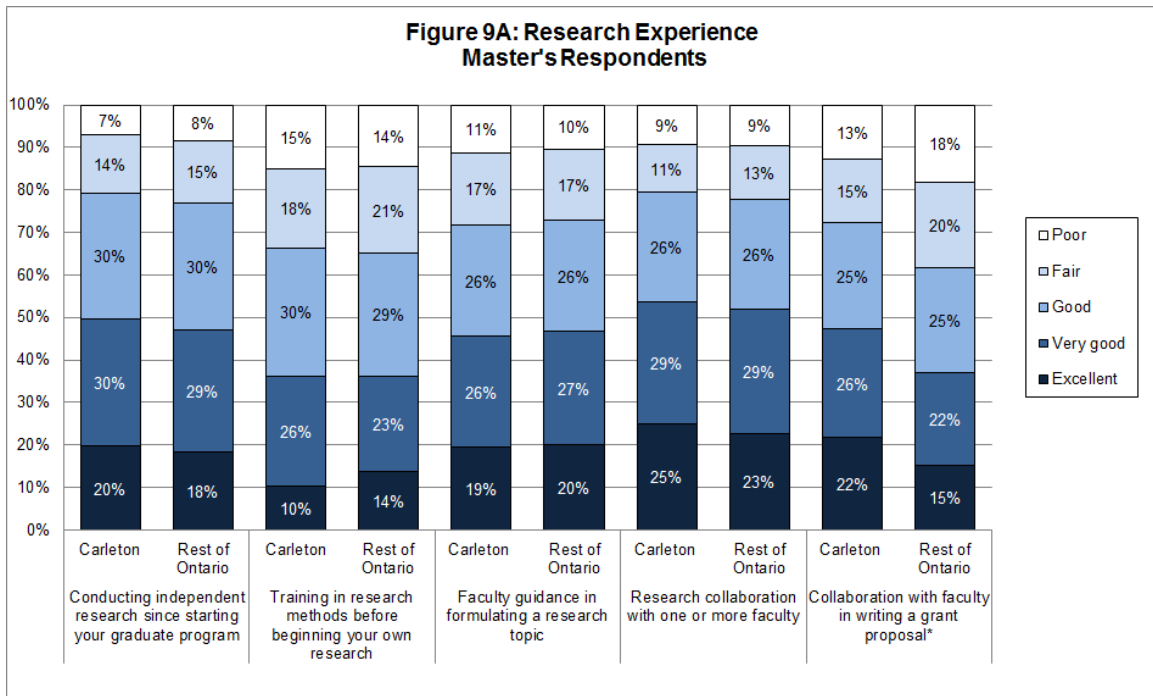
Research Experience

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.

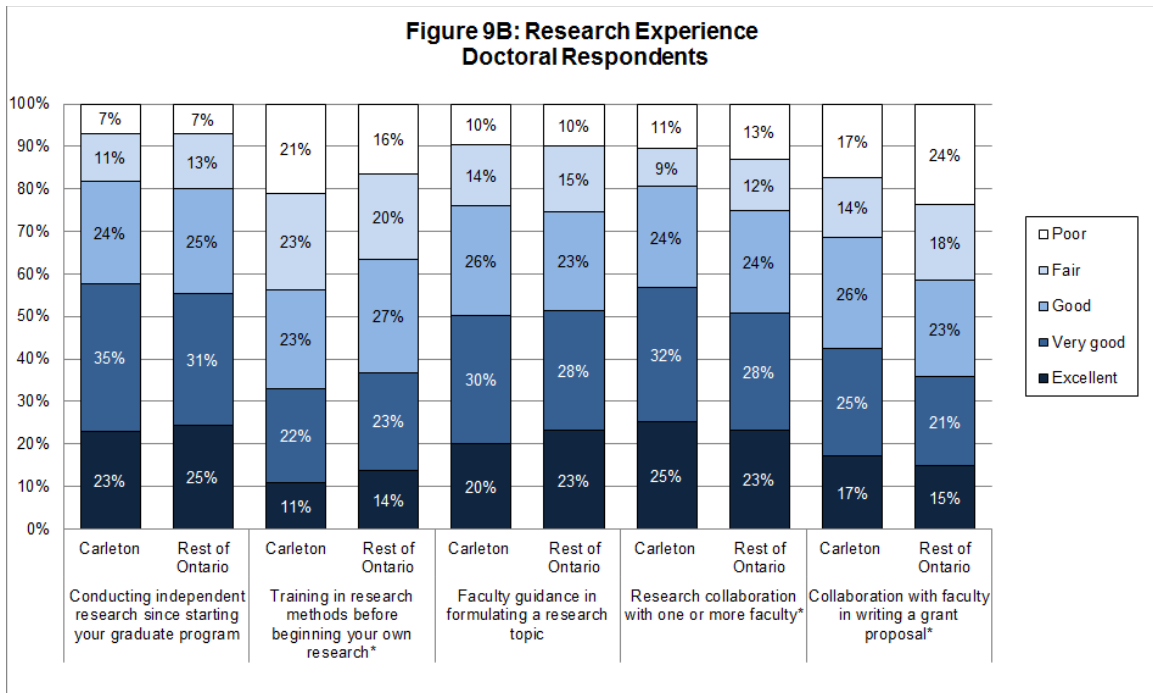
Table 9: Research Experience					
Carleton, by Degree					
	Excellent	Very Good	Good	Fair	Poor
Master's Respondents					
Conducted independent research since starting your graduate program	20%	30%	30%	14%	7%
Training in research methods before beginning your own research	10%	26%	30%	18%	15%
Faculty guidance in formulating a research topic	19%	26%	26%	17%	11%
Research collaboration with one or more faculty members*	25%	29%	26%	11%	9%
Collaboration with faculty in writing a grant proposal*	22%	26%	25%	15%	13%
Doctoral Respondents					
Conducted independent research since starting your graduate program	23%	35%	24%	11%	7%
Training in research methods before beginning your own research	11%	22%	23%	23%	21%
Faculty guidance in formulating a research topic	20%	30%	26%	14%	10%
Research collaboration with one or more faculty members*	25%	32%	24%	9%	11%
Collaboration with faculty in writing a grant proposal*	17%	25%	26%	14%	17%

*Research-based programs only

No differences between 2010 and 2013 were found to be statistically significant for Master's respondents. Doctoral respondents reported higher satisfaction level in 'research collaboration with one or more faculty members' and 'collaboration with faculty in writing a grant proposal' in 2013. A few differences between Carleton respondents and the rest of the Province were found to be statistically significant (**Figure 9A and 9B**). Both Carleton's Master's and Doctoral respondents rated higher on 'collaboration with faculty in writing a grant proposal' than their provincial counterparts. Carleton's Doctoral respondents gave higher ratings of 'research collaboration with one or more faculty members', but a lower rating of 'training in research methods before beginning your own research'.



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



*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. Compared to 2010 respondents, both Master's and Doctoral respondents reported lower involvement rates (where respondents indicated that the activities occurred in their department) in seminars/colloquia at which they presented their research. Doctoral respondents also reported that 'deliver any papers or present a poster at national scholarly meetings' and 'published as sole or first author in a referred journal' occurred less frequently in their departments, and they involved less in the former in 2013.

There were a few statistically significant differences between Carleton and the rest of Ontario respondents. 'Departmental funding for students to attend national or regional meetings' was reported to occur in the respondents' departments more frequently by both Master's and Doctoral respondents at Carleton. 'Delivering any papers or present a poster at national scholarly meetings' was reported to occur in the respondents' departments more frequently by Master's respondents but less frequently by Doctoral respondents. Master's respondents reported lower involvement rates for most items where differences were found, and Doctoral respondents involved less in all items where there were differences. 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	
All students						
Seminars/colloquia at which students present their research	67%	63%*		similar	71%	
Departmental funding for students to attend national or regional meetings	43%*	30%*		39%	37%	
Attend national scholarly meetings	32%	33%*		similar	41%	
For those respondents with a research advisor only						
Deliver any papers or present a poster at national scholarly meetings	61%*	64%*		55%	57%	
Co-authored in refereed journals with your program faculty	41%	51%		similar		
Published as sole or first author in a refereed journal	34%	35%		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 +
All students						
Seminars/colloquia at which students present their research	87%	41%*	39%*	similar	38%	49%
Departmental funding for students to attend national or regional meetings	71%*	46%	23%	66%	similar	
Attend national scholarly meetings	61%	43%	33%	similar		
For those respondents with a research advisor only						
Deliver any papers or present a poster at national scholarly meetings	67%*	51%*	23%*	77%	43%	42%
Co-authored in refereed journals with your program faculty	49%	50%*	15%*	similar	51%	24%
Published as sole or first author in a refereed journal	42%*	50%*	9%*	54%	57%	16%

*Represents statistically significantly different results from the provincial average.

Advisors

Respondents who have research advisors were asked to indicate their level of agreement with a number of aspects of their thesis/dissertation advisor (**Figures 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 two at the Master’s level: ‘Was knowledgeable about formal degree requirements’ and ‘Was very helpful to me in writing the dissertation’, both of which were less likely to be rated as “strongly agree” by Carleton respondents.

Figure 10A: Advisor: Master's Respondents

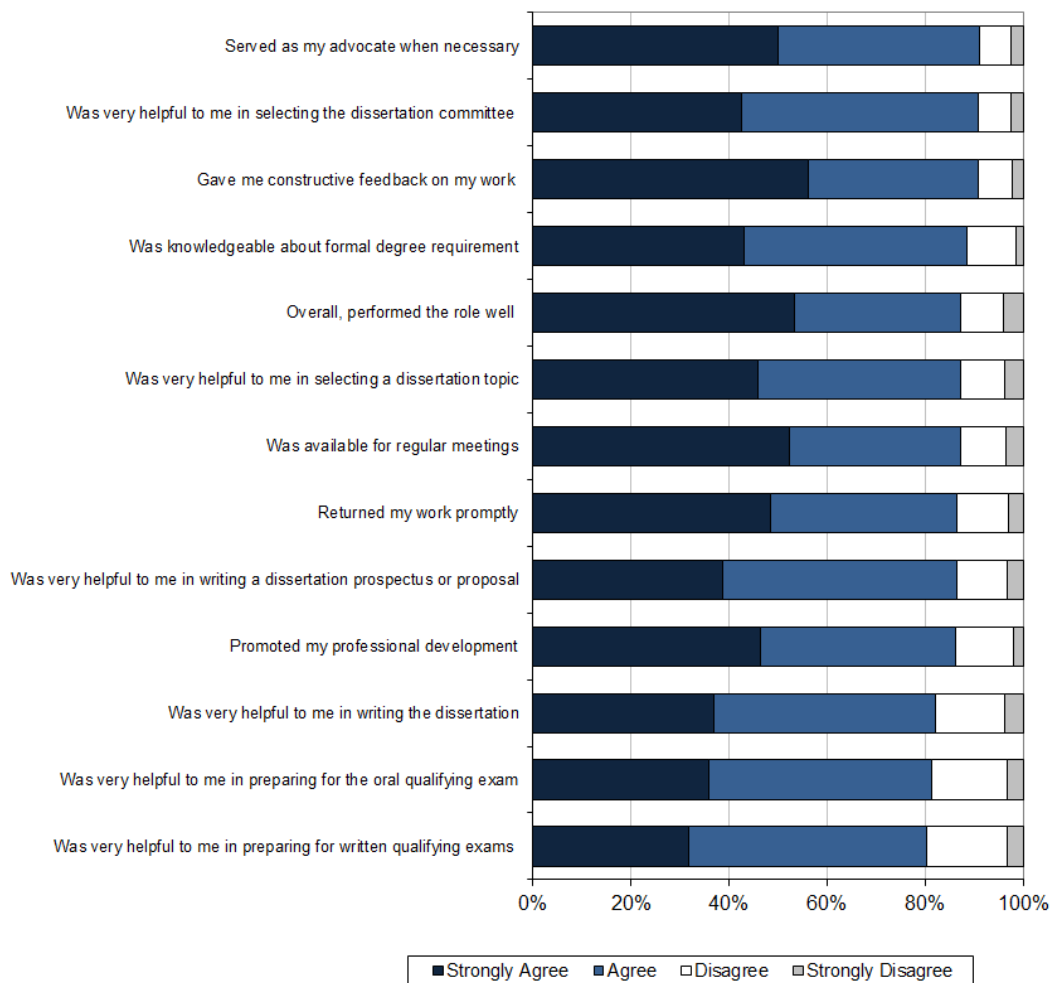
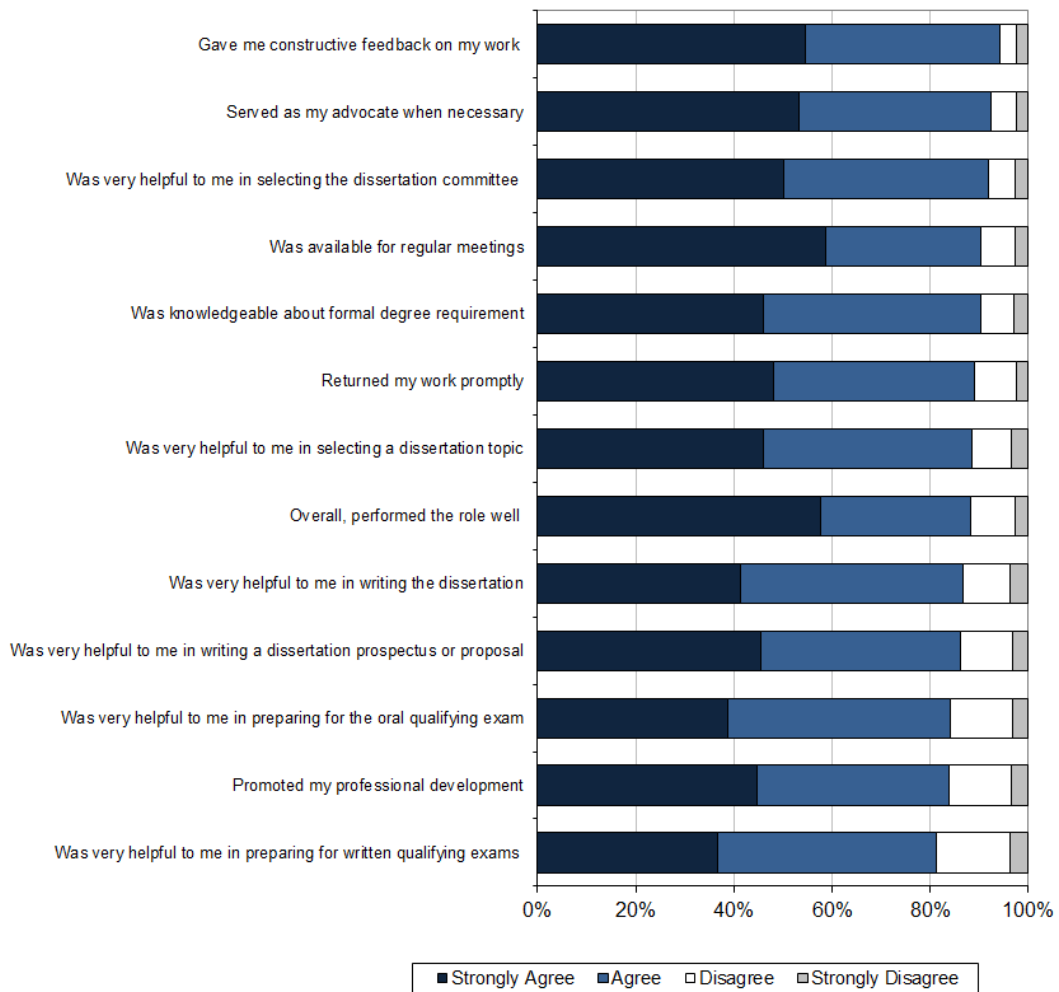


Figure 10B: Advisor: Doctoral Respondents



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	17%	42%	40%	13%	47%	40%
Your writing of the dissertation draft	31%	44%	25%	31%	46%	23%

Compared to 2010 respondents, Doctoral respondents were more likely to meet or communicate with their advisors about their ongoing research and results. Carleton's Doctoral respondents were more likely to meet their advisors about their ongoing research and research as well as their writing of the dissertation draft compared to their provincial counterparts. There were no statistically significant differences between Carleton and the rest of Ontario for Master's respondents.

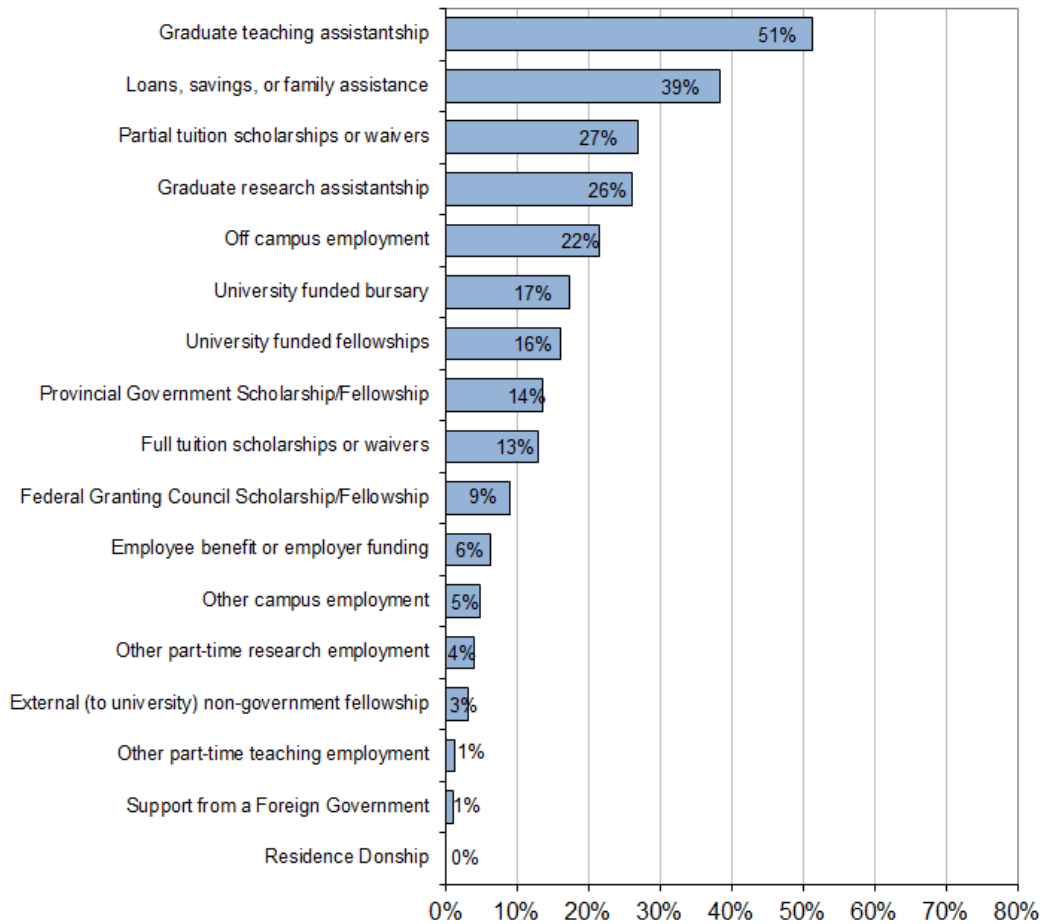
Financial Support

Respondents were asked to select from a list of 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. Master's respondents rated similarly to 2010 except for the proportion of respondents who received university funded bursary, which decreased from 28% to 17%⁶.

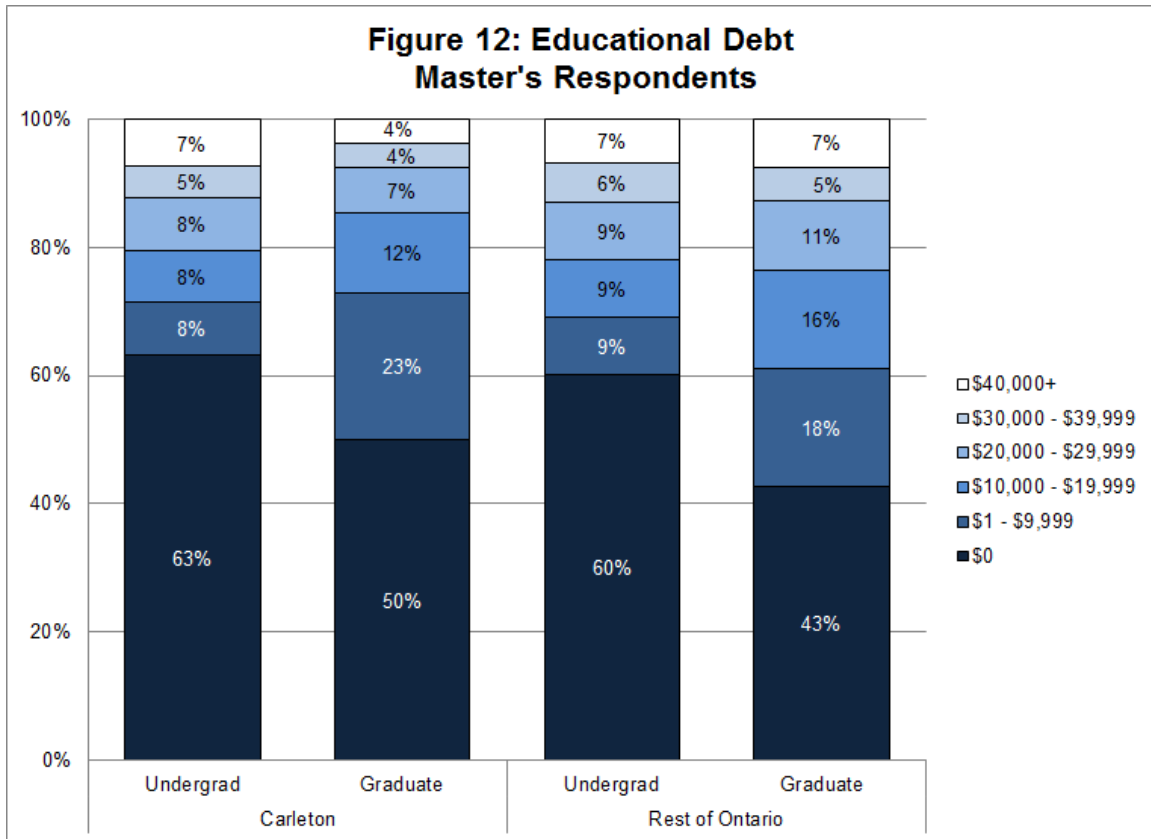
Compared to the rest of Ontario, Carleton's Master's respondents were more likely to receive graduate research assistantship, graduate teaching assistantship, full tuition scholarships or waivers, partial tuition scholarships or waivers and were more likely to have off campus employment than their provincial counterparts, but they were less likely to receive university funded bursary.

⁶ 'University funded bursary' was moved to the bottom of list in 2013, which seemed less likely to be selected.

**Figure 11: Sources of Financial Support
Master's respondents**



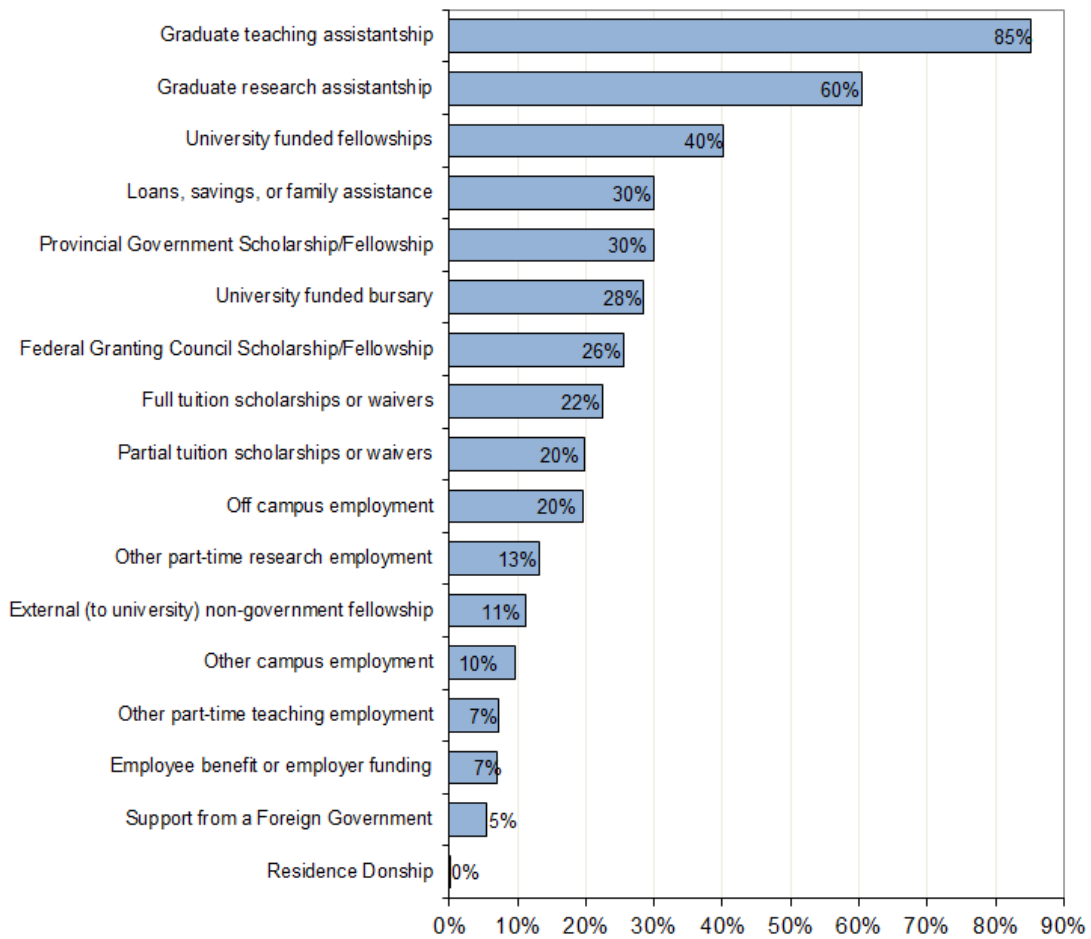
Respondents were asked to estimate the amount of undergraduate educational debt, if any, plus the amount of graduate educational debt, if any, they would have to repay once they had completed their graduate program. Amongst Carleton's respondents in Master's programs 37 percent reported having undergraduate debt and 50 percent expected to have 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. Carleton's Master's respondents reported having similar level of undergraduate debts but were less likely to have graduate debts as compared to their provincial counterparts. For those who reported having graduate debt Carleton respondents indicated that they have less of that debt.



Comparisons between 2010 and 2013 debts of Master's respondents show that they were less likely to have undergraduate debt and had comparable distribution of undergraduate debt in 2013. Graduate debt was similar across time in terms of both the proportion who had graduate debt, and the distribution of that debt.

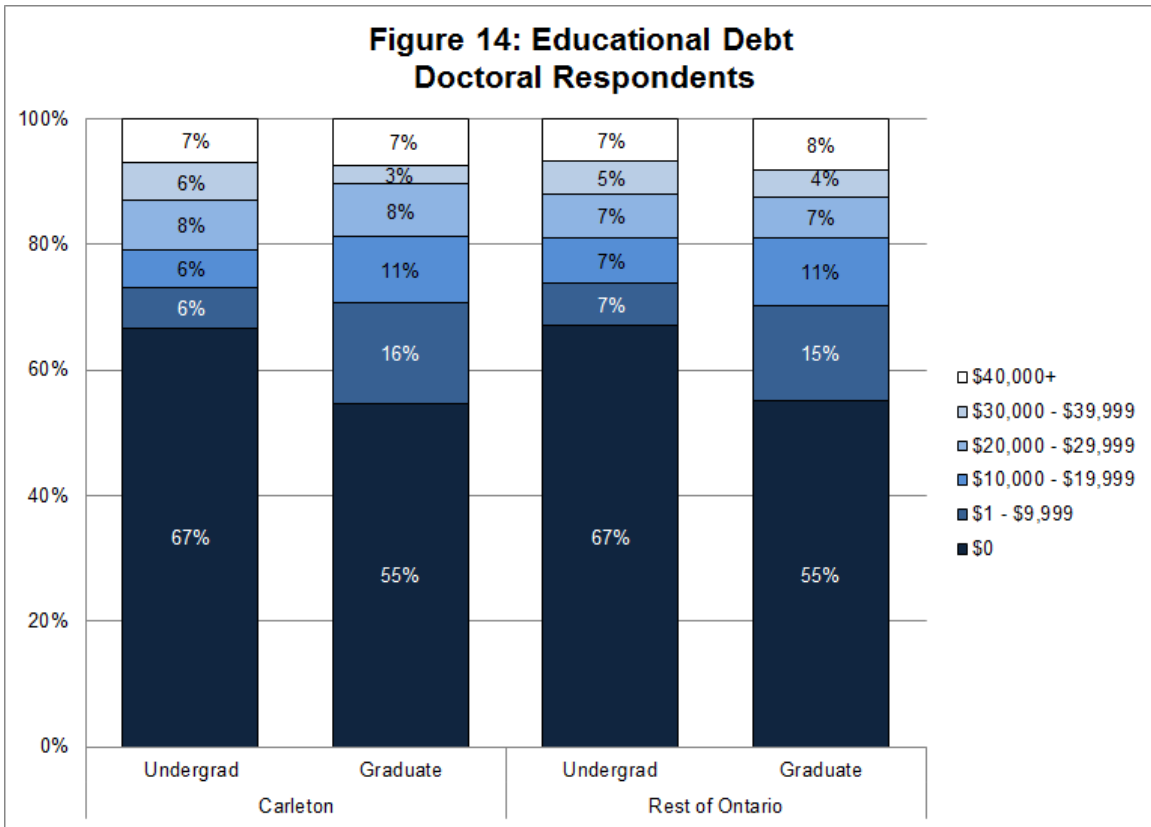
In comparison to those in Master's degree, Doctoral respondents were more likely to receive funding from a wider variety of sources (as shown in **Figure 13**). Compared to 2010 Doctoral respondents, 2013 Doctoral respondents reported to receive more support from foreign government (5% vs. 2%) and other campus employment (10% vs. 3%), but less support from other part-time teaching employment (7% vs. 12%) and university funded bursary (28% vs. 39%) – see footnote 4 on page 27.

**Figure 13: Sources of Financial Support
Doctoral respondents**



In comparison to the average for the rest of the Ontario respondents, Carleton’s Doctoral respondents reported having more funding from a number of sources: graduate teaching assistantship, partial tuition scholarship or waivers, other campus employment, off campus employment, employee benefit or employer funding and university funded bursary.

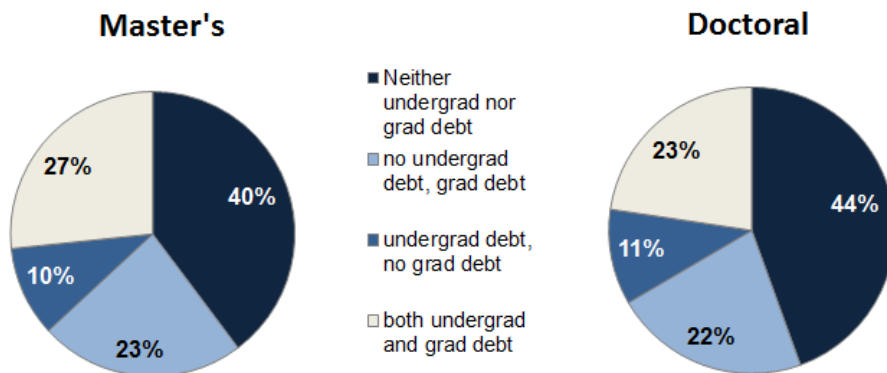
Thirty three percent of Carleton’s Doctoral respondents reported having undergraduate educational debt, and 45 percent expected to have graduate debt once finished their program - a similar proportion to the rest of Ontario respondents. The breakdowns of both debts are shown in **Figure 14**. The distribution across categories was similar between Carleton and the rest of Ontario for both debts.



Comparisons between 2010 and 2013 debts show Doctoral respondents had similar rates and distributions of both undergraduate and graduate debts.

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.

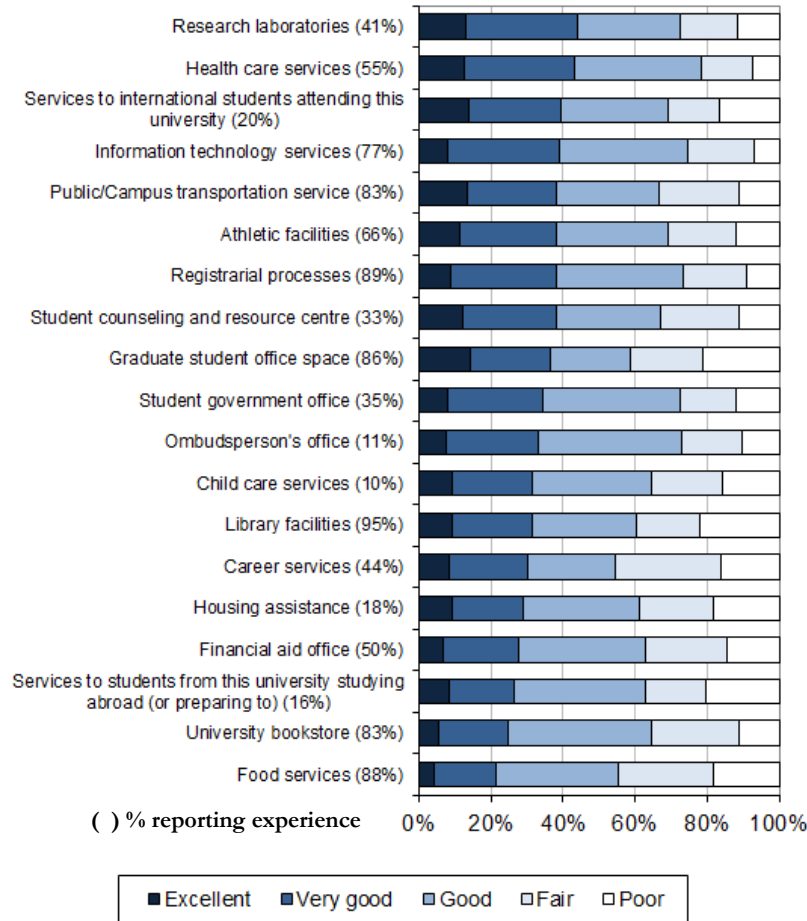
Figure 15: Carleton Respondents' Combinations of Undergraduate and Graduate Debt



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’s Master’s respondents rated the research laboratories highest (very good + excellent), whereas food services was the lowest rated service. Carleton ratings of a number of services were statistically different from average of the rest of Ontario universities (**Table**

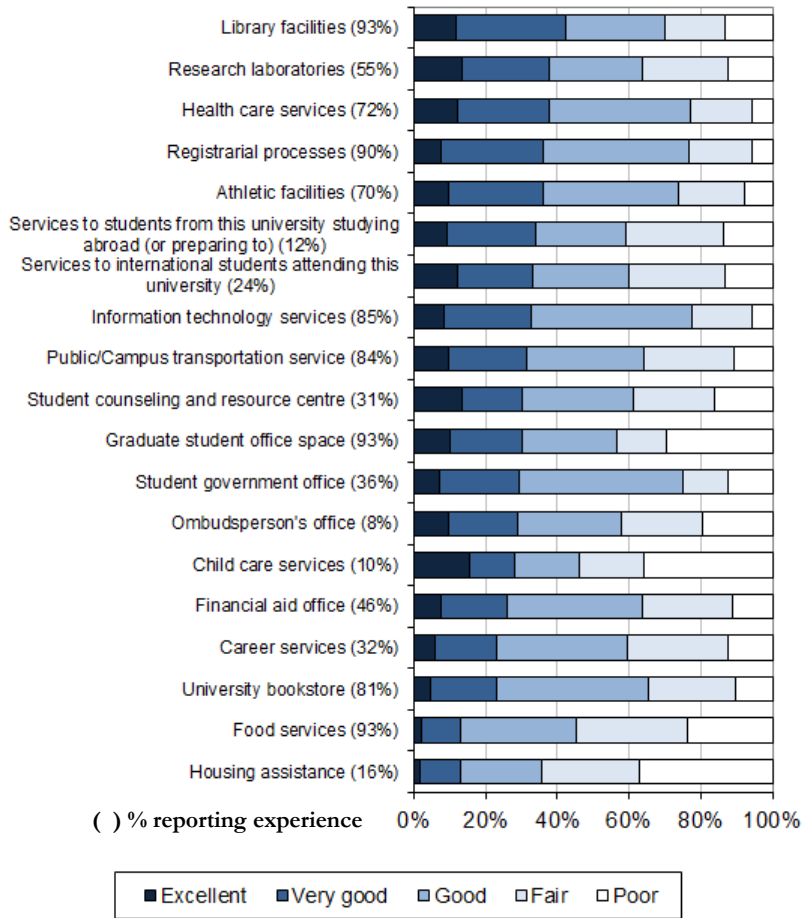
13). In all cases where differences were noted, Carleton’s Master’s respondents had lower levels of satisfaction than their provincial counterparts.

Table 13: University Resources			
Master's Respondents			
	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Library Facilities (95%)*	31	67	-
Graduate student office space (86%)	36	45	-
Research Laboratories (41%)	44	51	-
Health care services (55%)	43	47	-
Child care services (10%)	32	43	-
Career services (44%)	30	34	-
Athletic facilities (66%)	38	53	-
Services to international students attending this university (20%)	39	48	-
Services to students from this university studying abroad (or preparing to) (16%)	26	44	-
Public/Campus transportation service (83%)	38	44	-
University bookstore (83%)	25	34	-

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

Doctoral respondents at Carleton gave the most excellent and very good ratings to the library facilities, while at the bottom of **Figure 17** is housing assistance.

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



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). In all cases where differences were noted, Doctoral respondents had lower levels of satisfaction than their provincial counterparts.

Doctoral Respondents			
	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Library facilities (93%)*	42	70	-
Graduate student office space (93%)	30	41	-
Research laboratories (55%)	38	52	-
Health care services (72%)	38	48	-
Student counseling and resource centre (31%)	30	40	-
Athletic facilities (70%)	36	52	-
Housing assistance (16%)	13	26	-
Public/Campus transportation service (84%)	32	40	-
University bookstore (81%)	23	30	-

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

There were a few differences in satisfaction level between 2010 and 2013 respondents.

Table 15 shows the details. Library facilities and athletic facilities were rated lower in 2013 by both Master's and Doctoral respondents. A few things should be kept in mind when reviewing the differences. First, library was under major construction from 2012, which resulted in service disruption at various levels. Secondly, the problems of old HVAC system, aging equipment, and crowdedness at athletics became more severe due to the significant increase of student population. A new 11,000 sq ft fitness centre opened in summer 2013 which is believed to increase satisfaction level in the future.

	% Excellent + Very good	
	2010	2013
Master's Respondents		
Library facilities (95%)	55	31
Graduate student office space (86%) ⁷	29	36
Athletic facilities (66%)	46	38
Food services (88%)	18	22
Doctoral Respondents		
Library facilities (93%)	52	42
Athletic facilities (70%)	52	36
Housing assistance (16%)	28	13
Public/Campus transportation service (84%)	38	32

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

⁷ In 2010, 'graduate student work/study space' was surveyed instead of 'graduate student office space'.

Summary and Conclusion

Participation in the 2013 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 academic and overall experiences: 88% of Master's respondents and 87% of Doctoral respondents gave at least a Good rating to their academic experience at Carleton; and 85% of Master's respondents and 84% of Doctoral respondents have at least a Good rating to their overall experience at Carleton. The areas they were the least satisfied with were professional skills development and some university resources (for more details, see pages 15-20 and pages 32-36, respectively).

For the most part, 2013 results were similar to 2010 (for items that were comparable) with a few notable exceptions:

- Improvement in the rating of opportunities for student collaboration on teamwork (Master's)
- Increase in receiving support from foreign government (Doctoral)
- Increase in opportunities of other campus employment (Doctoral)
- Decrease in opportunities of other part-time teaching employment (Doctoral)
- Decrease level of undergraduate debt (Master's)
- Decrease in satisfaction with library facilities (both Master's and Doctoral)
- Decrease in satisfaction with athletic facilities (both Master's and Doctoral)
- Increase in satisfaction with graduate student office space (Master's) – see note 5 on page 36
- Increase in satisfaction with food services (Master's)
- Decrease in satisfaction with housing assistance (Doctoral)
- Decrease in satisfaction with public/campus transportation service (Doctoral)

While a number of differences were shown to be statistically significant compared to the rest of Ontario respondents, the most noticeable differences were:

- Professional skills development: Carleton's Doctoral respondents gave higher ratings on all of the items where differences were found
- Professional skills development: Carleton's Master's respondents gave lower ratings on all of the items where differences were found, especially for opportunities in the course-based programs

- University resources: both Carleton's Master's and Doctoral respondents rated lower in comparison to the provincial average – often with a difference of more than 10 percent

With a few exceptions, such as Carleton's respondents receiving more financial support through teaching assistantships, most of the financial support and educational debt profile of Carleton's respondents were similar to the rest of the province, on average. Carleton's Master's respondents reported having less graduate debt than their provincial counterparts.

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	56% (-)	55%	
Your academic experience at this university		64%	64%	
Your graduate/professional program at this university		59%	61%	
Your student life experience at this university		44%	44%	
If you were able to start your graduate career again, would you select the same university?	% Definitely or Probably	67% (-)	59% (-)	
If you were able to start your graduate career again, would you select the same field of study?		79%	83%	
Would you recommend this university to someone considering your program?		73% (-)	67% (-)	
Would you recommend this university to someone in another field?		53% (-)	44% (-)	
If you were to start your graduate career again, would you select the same faculty supervisor		76%	75%	
Satisfaction with program, quality of instruction, and coursework*		* These items consist of a number of questions.	similar	similar
Obstacles to academic progress*			similar	similar
Professional skills development*		See individual sections for more details	-	+
Research experience*	similar		similar	
Presentation and publication activity*	-		-	
Satisfaction with advisors*	-		similar	
Educational debt and sources of financing	+		+	
Satisfaction with University resources*	-		-	

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

Table A1: From Figure 5 -- Satisfaction with Program, Quality of Interactions, Coursework Master's respondents at Carleton					
	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	46%	34%	15%	4%	0%
The intellectual quality of my fellow students	25%	40%	25%	8%	2%
The relationship between faculty and graduate students	26%	39%	22%	8%	4%
Overall quality of graduate level teaching by faculty	22%	40%	27%	9%	2%
Advice on the availability of financial support	11%	21%	31%	20%	17%
Quality of academic advising and guidance	16%	29%	30%	17%	8%
Helpfulness of staff members in my program	30%	36%	20%	9%	4%
Availability of area courses I needed to complete my program	15%	28%	27%	18%	12%
Quality of instruction in my courses	19%	42%	26%	11%	2%
Relationship of program content to my research/professional goals	19%	34%	28%	13%	6%
Opportunities for student collaboration or teamwork	17%	33%	32%	14%	4%
Opportunities to take coursework outside my own department	15%	28%	30%	17%	10%
Opportunities to engage in interdisciplinary work	17%	27%	31%	18%	8%
Amount of coursework	12%	37%	37%	11%	2%

Table A2: From Figure 6 -- Satisfaction with Program, Quality of Interactions, Coursework Doctoral Respondents at Carleton					
	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	39%	42%	14%	4%	0%
The intellectual quality of my fellow students	19%	43%	30%	8%	1%
The relationship between faculty and graduate students	23%	36%	25%	12%	4%
Overall quality of graduate level teaching by faculty	20%	40%	28%	8%	4%
Advice on the availability of financial support	10%	26%	31%	21%	12%
Quality of academic advising and guidance	23%	30%	27%	12%	8%
Helpfulness of staff members in my program	39%	34%	16%	7%	4%
Availability of area courses I needed to complete my program	14%	33%	29%	15%	10%
Quality of instruction in my courses	18%	42%	30%	8%	3%
Relationship of program content to my research/professional goals	17%	35%	25%	16%	6%
Opportunities for student collaboration or teamwork	13%	25%	30%	21%	12%
Opportunities to take coursework outside my own department	15%	27%	31%	16%	11%
Opportunities to engage in interdisciplinary work	13%	27%	33%	17%	10%
Amount of coursework	8%	39%	45%	7%	2%

**Table A3A: From Figure 7A -- Satisfaction with Professional Skills Development
Master's Respondents in Research-based Programs at Carleton**

	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Courses, workshops, or orientation on teaching (83%)	15%	28%	38%	13%	7%	14%	3%
Advice/workshops on preparing for candidacy examinations (61%)	11%	19%	34%	22%	14%	20%	19%
Feedback on your research (88%)	16%	32%	29%	16%	7%	5%	7%
Advice/workshops on the standards for academic writing in your field (74%)	11%	19%	30%	26%	13%	21%	5%
Advice/workshops on writing grant proposals (68%)	9%	18%	30%	22%	20%	22%	9%
Advice/workshops on publishing your work (68%)	10%	18%	31%	24%	17%	22%	11%
Advice/workshops on career options within academia (73%)	6%	14%	28%	27%	26%	22%	5%
Advice/workshops on career options outside academia (71%)	4%	10%	28%	24%	34%	22%	7%
Advice/workshops about research positions (70%)	5%	11%	28%	26%	30%	22%	8%
Advice/workshops about research ethics in human subject research (53%)	11%	24%	30%	21%	13%	25%	22%
Advice/workshops about research ethics in the use of animals (30%)	11%	25%	27%	24%	13%	23%	47%
Advice on intellectual property issues (64%)	10%	20%	26%	26%	18%	24%	11%

**Table A3B: From Figure 7B -- Satisfaction with Professional Skills Development
Master's Respondents in Course-based Programs at Carleton**

	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Advice/workshops on the standards for writing in your profession (71%)	8%	30%	38%	15%	8%	23%	7%
Advice/workshops on career options (80%)	7%	25%	31%	19%	17%	17%	3%
Advice/workshops on professional ethics (72%)	9%	26%	33%	20%	12%	24%	5%
Advice/workshops on job preparation and professional practice (80%)	11%	24%	28%	23%	14%	17%	3%
Opportunities for internships, practicum, and experiential learning as part of the program (83%)	9%	23%	23%	22%	23%	13%	4%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals (91%)	11%	23%	31%	21%	14%	8%	1%

**Table A4: From Figure 8 -- Satisfaction with Professional Skills Development
Doctoral Respondents in Research-based Programs at Carleton**

	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Courses, workshops, or orientation on teaching (83%)	15%	34%	28%	17%	6%	11%	7%
Advice/workshops on preparing for candidacy examinations (61%)	14%	23%	33%	14%	16%	18%	21%
Feedback on your research (93%)	20%	31%	29%	15%	5%	4%	3%
Advice/workshops on the standards for academic writing in your field (74%)	10%	28%	27%	18%	18%	21%	5%
Advice/workshops on writing grant proposals (69%)	8%	24%	26%	21%	21%	22%	9%
Advice/workshops on publishing your work (69%)	12%	20%	27%	23%	17%	23%	8%
Advice/workshops on career options within academia (77%)	8%	15%	30%	24%	24%	18%	6%
Advice/workshops on career options outside academia (75%)	6%	13%	23%	25%	33%	19%	6%
Advice/workshops about research positions (74%)	7%	13%	27%	27%	26%	19%	7%
Advice/workshops about research ethics in human subject research (58%)	10%	27%	27%	18%	18%	19%	23%
Advice/workshops about research ethics in the use of animals (40%)	10%	25%	29%	16%	20%	19%	41%
Advice on intellectual property issues (71%)	10%	25%	27%	19%	19%	19%	10%

Table A5: Figure 10A -- Satisfaction with Advisor and Thesis Master's Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Was knowledgeable about formal degree requirement	43%	45%	10%	1%
Served as my advocate when necessary	50%	41%	6%	3%
Gave me constructive feedback on my work	56%	35%	7%	2%
Returned my work promptly	48%	38%	10%	3%
Promoted my professional development	46%	40%	12%	2%
Overall, performed the role well	53%	34%	9%	4%
Was available for regular meetings	52%	35%	9%	4%
Was very helpful to me in preparing for written qualifying exams	32%	49%	16%	3%
Was very helpful to me in preparing for the oral qualifying exam	36%	45%	16%	3%
Was very helpful to me in selecting a dissertation topic	46%	41%	9%	4%
Was very helpful to me in writing a dissertation prospectus or proposal	39%	48%	10%	3%
Was very helpful to me in writing the dissertation	37%	45%	14%	4%
Was very helpful to me in selecting the dissertation committee	43%	48%	7%	3%

Table A6: Figure 10B -- Satisfaction with Advisor and Thesis Doctoral Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Was knowledgeable about formal degree requirement	46%	44%	7%	3%
Served as my advocate when necessary	53%	39%	5%	3%
Gave me constructive feedback on my work	55%	40%	3%	3%
Returned my work promptly	48%	41%	8%	3%
Promoted my professional development	45%	39%	13%	3%
Overall, performed the role well	58%	30%	9%	3%
Was available for regular meetings	59%	32%	7%	3%
Was very helpful to me in preparing for written qualifying exams	37%	45%	15%	4%
Was very helpful to me in preparing for the oral qualifying exam	39%	46%	13%	3%
Was very helpful to me in selecting a dissertation topic	46%	43%	8%	4%
Was very helpful to me in writing a dissertation prospectus or proposal	46%	41%	10%	3%
Was very helpful to me in writing the dissertation	41%	45%	9%	4%
Was very helpful to me in selecting the dissertation committee	50%	42%	5%	3%

**Table A7: From Figure 16-- University Resources and Student Life
Master's Respondents at Carleton**

	Excellent	Very good	Good	Fair	Poor
Library facilities (95%)	9%	22%	29%	18%	22%
Graduate student office space (86%)	14%	22%	22%	20%	21%
Research laboratories (41%)	13%	31%	29%	16%	12%
Health care services (55%)	13%	30%	35%	14%	7%
Child care services (10%)	9%	22%	33%	20%	16%
Financial aid office (50%)	7%	21%	35%	23%	15%
Career services (44%)	9%	22%	24%	29%	16%
Student counseling and resource centre (33%)	12%	26%	29%	22%	11%
Athletic facilities (66%)	11%	27%	31%	19%	12%
Services to international students attending this university (20%)	14%	25%	30%	14%	17%
Services to students from this university studying abroad (or preparing to) (16%)	8%	18%	36%	17%	20%
Housing assistance (18%)	9%	20%	33%	20%	18%
Ombudsperson's office (11%)	8%	26%	40%	17%	10%
Public/Campus transportation service (83%)	14%	25%	28%	22%	11%
Food services (88%)	4%	17%	34%	27%	18%
University bookstore (83%)	5%	20%	40%	24%	11%
Student government office (35%)	8%	26%	38%	15%	12%
Registrarial processes (89%)	9%	29%	35%	17%	9%
Information technology services (77%)	8%	31%	36%	18%	7%

**Table A8: From Figure 17-- University Resources and Student Life
Doctoral Respondents at Carleton**

	Excellent	Very good	Good	Fair	Poor
Library facilities (93%)	12%	31%	28%	17%	13%
Graduate student office space (93%)	10%	20%	26%	14%	30%
Research laboratories (55%)	13%	24%	26%	24%	12%
Health care services (72%)	12%	26%	39%	18%	5%
Child care services (10%)	15%	13%	18%	18%	36%
Financial aid office (46%)	8%	19%	38%	25%	11%
Career services (32%)	6%	17%	36%	28%	12%
Student counseling and resource centre (31%)	13%	17%	31%	23%	16%
Athletic facilities (70%)	10%	26%	38%	19%	8%
Services to international students attending this university (24%)	12%	21%	27%	27%	13%
Services to students from this university studying abroad (or preparing to) (12%)	9%	25%	25%	27%	14%
Housing assistance (16%)	2%	11%	23%	27%	37%
Ombudsperson's office (8%)	10%	19%	29%	23%	19%
Public/Campus transportation service (84%)	10%	22%	33%	25%	11%
Food services (93%)	2%	11%	32%	31%	24%
University bookstore (81%)	5%	19%	42%	24%	10%
Student government office (36%)	7%	22%	46%	13%	13%
Registrarial processes (90%)	8%	29%	40%	18%	6%
Information technology services (85%)	9%	24%	45%	16%	6%