

Summary of Results from the 2022 Canadian Graduate and Professional Student Survey (CGPSS)

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carleton.ca/oirp

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Executive Summary

2022 was the sixth time that Carleton University conducted the CGPSS and yielded a response rate of 39%. The timing of the survey in January 2022 coincided with the Omicron wave of the Covid-19 pandemic and most classes in the winter term were held virtually.

Compared to the 2019 survey results, satisfaction in both academic and non-academic experience at Carleton has dropped, with the difference being statistically significant in student life experience for both Master's and Doctoral respondents, and in overall experience for Master's respondents. In general, Carleton respondents rated their academic experience higher than overall experience, and overall experience higher than student life experience.

Regarding satisfaction with programs, quality of interactions, and coursework, Master's respondents rated several items in this area significantly better than the rest of Ontario, including 'opportunities to take coursework outside my own department' and 'opportunities to engage in interdisciplinary work'. Similarly, Doctoral students rated 'the relationship between faculty and graduate students' and 'support received from non-academic staff members' significantly better than respondents from the rest of Ontario

Respondents reported mostly similar levels of satisfaction with professional skills development and research experience compared to Ontario and Carleton's 2019 results.

Carleton Master's respondents reported a lower rate of student debt compared to their provincial counterparts and to Master's respondents in 2019. For those who expected to have debt, Carleton Master's respondents expected to have less than respondents from the rest of the province.

Introduction

In January 2022, Carleton participated in the Canadian Graduate and Professional Student Survey (CGPSS) for the sixth time. The CGPSS had previously been done every three years from 2007 to 2019. 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 2022 CGPSS, allowing for meaningful comparisons. This report's focus will be to summarize Carleton's 2022 results and compare them to the rest of Ontario, as well as to Carleton's previous results.

At Carleton, all graduate level students registered in the winter of 2022 were e-mailed an invitation to participate in this online survey. Of the 3,642 students who were invited 1,416 responded, resulting in a response rate of 39 percent.

The analysis that follows will present results separately for Master's and Doctoral respondents. **Any differences between 2019 and 2022 results, as well as between Carleton and the average Ontario results (excluding Carleton), will be noted when statistically significant¹.**

Please note that proportions in the charts and tables throughout this report may not add up to 100 percent due to rounding.

Respondent Profile

While the overall survey response rate at Carleton was 39 percent, the response rate was higher for Doctoral students than it was for Master's students, as we have seen in the past:

- 2,528 Master's students, of whom 947 responded (a response rate of 37%)
- 1,114 Doctoral students, of whom 469 responded (a response rate of 42%)

The response rate for the 2022 survey was lower than previous surveys (response rate was 54% in 2019 and 45% in 2016).

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.

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

Table1: Respondents by Faculty and Degree				
Master's	2022			2019
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	383	186	49%	61%
Public Affairs	877	320	36%	49%
Sprott School of Business	139	35	25%	44%
Science	309	128	41%	59%
Engineering and Design	820	278	34%	52%
Total	2528	947	37%	53%
Doctoral	2022			2019
	Number of Students	Number of Respondents	Response Rate	Response Rate
Arts and Social Sciences	252	121	48%	55%
Public Affairs	239	109	46%	55%
Sprott School of Business	68	26	38%	70%
Science	259	101	39%	61%
Engineering and Design	296	112	38%	56%
Total	1114	469	42%	57%

Forty-six percent of the Master's level respondents indicated that their program was research-based and the rest said their program was mostly course-based. Respondents who reported that their program was research-based were presented with a set of questions related to the research/supervision component of their degree.

The majority of the Master's level respondents indicated that they were still taking courses, while the Doctoral respondents were at various stages in their programs (**Figure 1**).

Figure 1: Status of Program by Degree

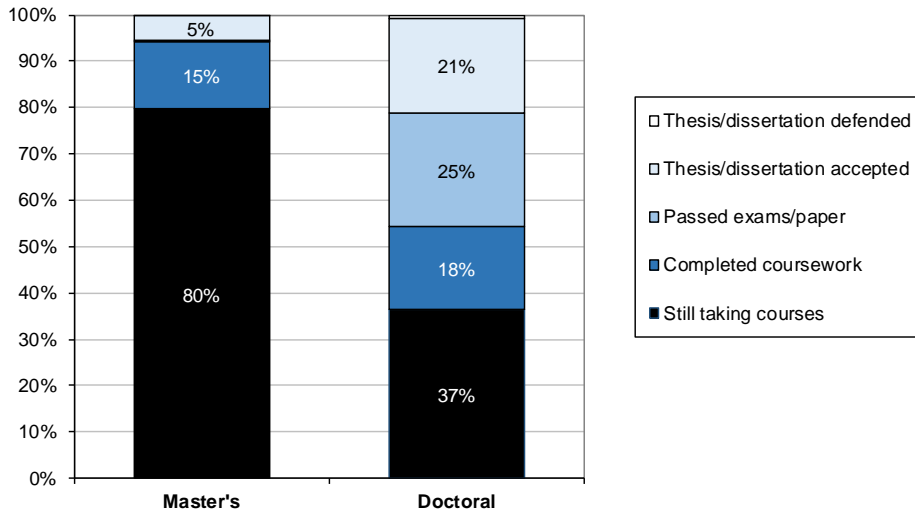


Table 2 summarizes respondents' self-reported demographic characteristics, by degree. Also included is some demographic information of graduate students at Carleton. Compared to the rest of the province, both Carleton's Master's and Doctoral respondents were more likely to self-report being Canadian citizens and less likely to self-report being international students and visible minorities.

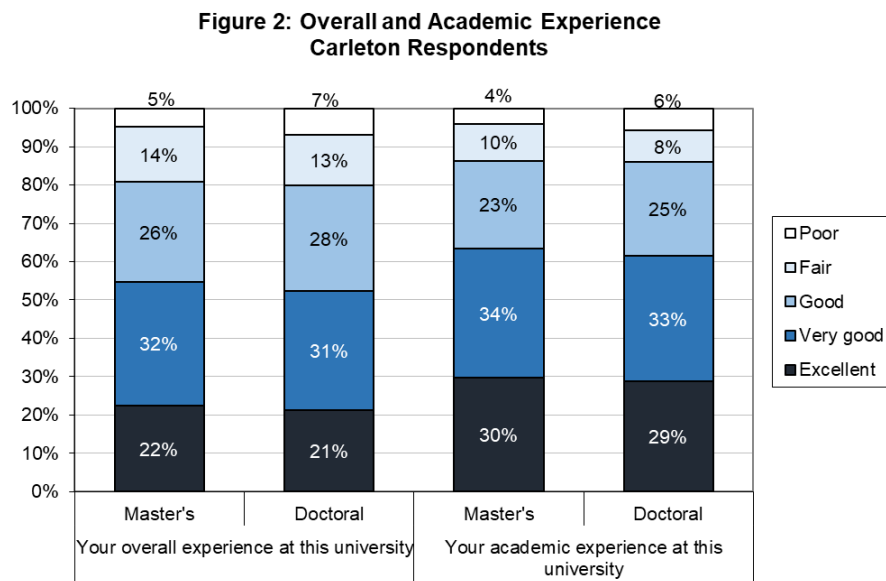
Table 2: Demographic Profile of Students and Respondents				
Carleton, by Degree				
	Master's		Doctoral	
	% of Respondents	% of Students	% of Respondents	% of Students
Female	62%	51%	53%	49%
Canadian citizen	72% (ON: 64%)	68%	68% (ON: 61%)	62%
International Students	24% (ON: 29%)	25%	23% (ON: 31%)	26%
Indigenous	3%	n/a*	2%	n/a*
Visible minority	41% (ON: 54%)	n/a*	40% (ON: 49%)	n/a*

* Indigenous and visible minority status are not captured at registration.
 **Shading represents statistically significantly difference from the provincial average. The number in the parenthesis is the proportion of Ontario respondents excluding Carleton.

General Assessment and Satisfaction

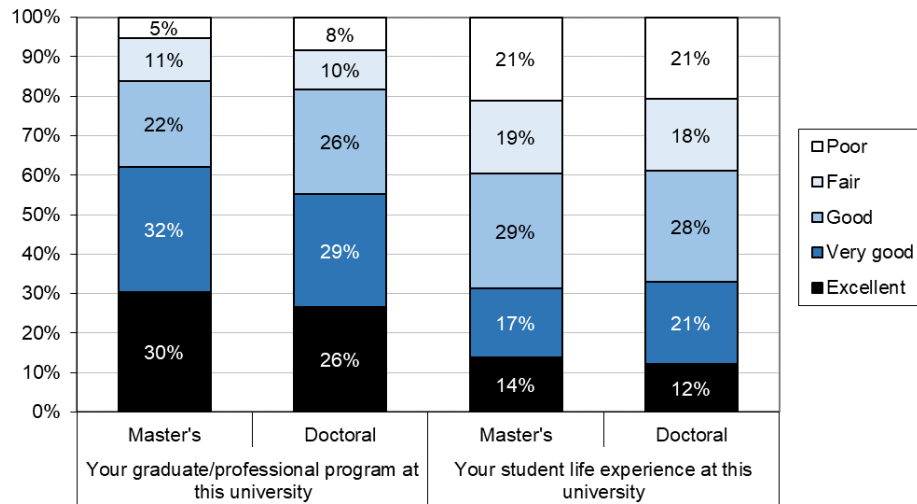
This section will summarize Carleton’s results from a number of CGPSS items which ask about satisfaction with overall academic and non-academic student experiences. As mentioned earlier, differences between Carleton and the rest of the Ontario universities will be noted when statistically significant,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

Figure 2 illustrates how Carleton’s respondents rated their academic and overall experiences at their university. In general, respondents were more likely to rate their academic experience higher than their overall experience.



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

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



Both Master's and Doctoral respondents at Carleton rated their student life experience lower than those in 2019. In addition, Master's respondents rated their overall experience lower than those in 2019. Both Carleton Master's and Doctoral respondents rated their student life experience lower than the rest of Ontario, on average. The other items have similar ratings to the provincial average.

Figures E1a through E2d show Carleton's results from 2007 on these high-level satisfaction questions, compared to the rest of Ontario. Generally, Carleton's results had been steady over time until 2016 in which significant improvements in a lot of areas were noted. In 2019, Carleton was able to maintain the improved satisfaction level achieved in 2016. In 2022, similar to the provincial counterparts, Carleton's results dropped, however with a bigger scope.

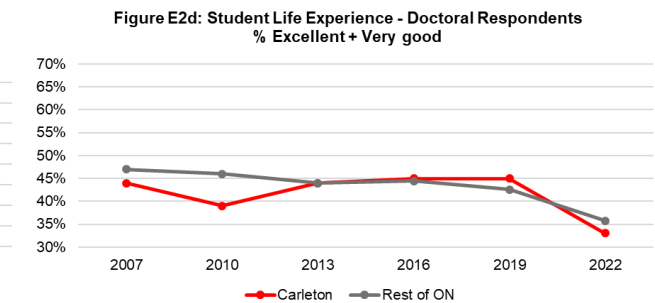
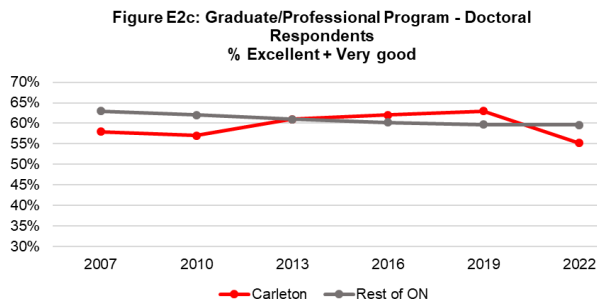
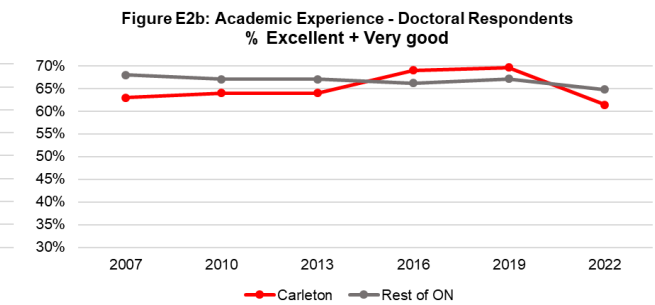
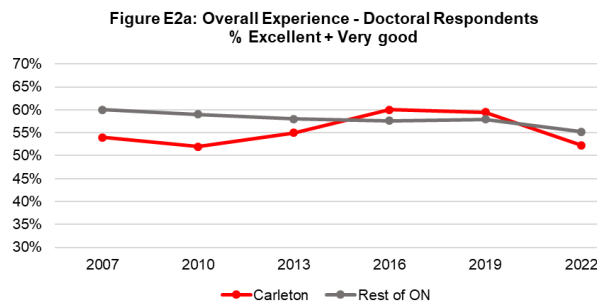
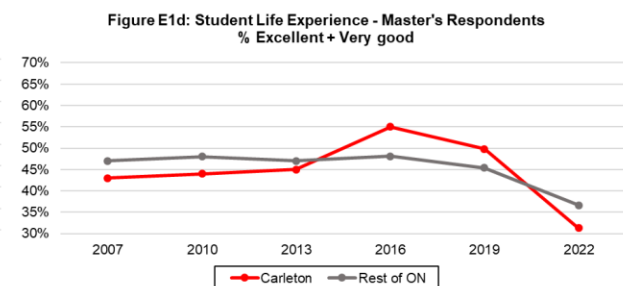
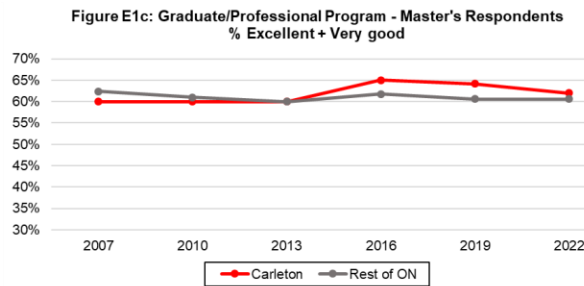
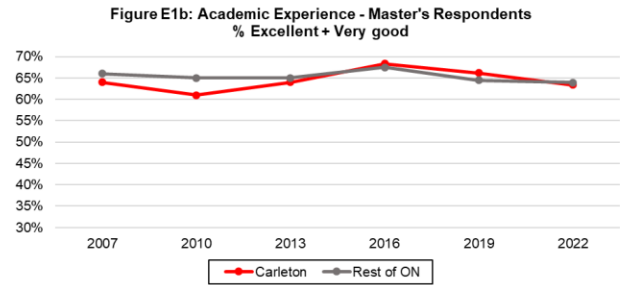
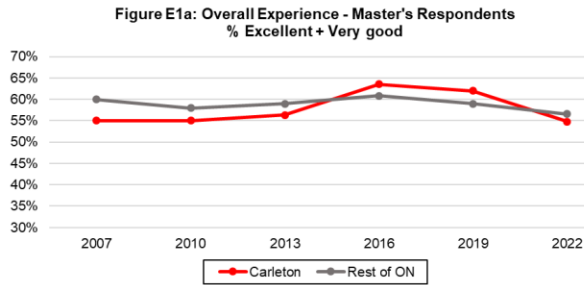


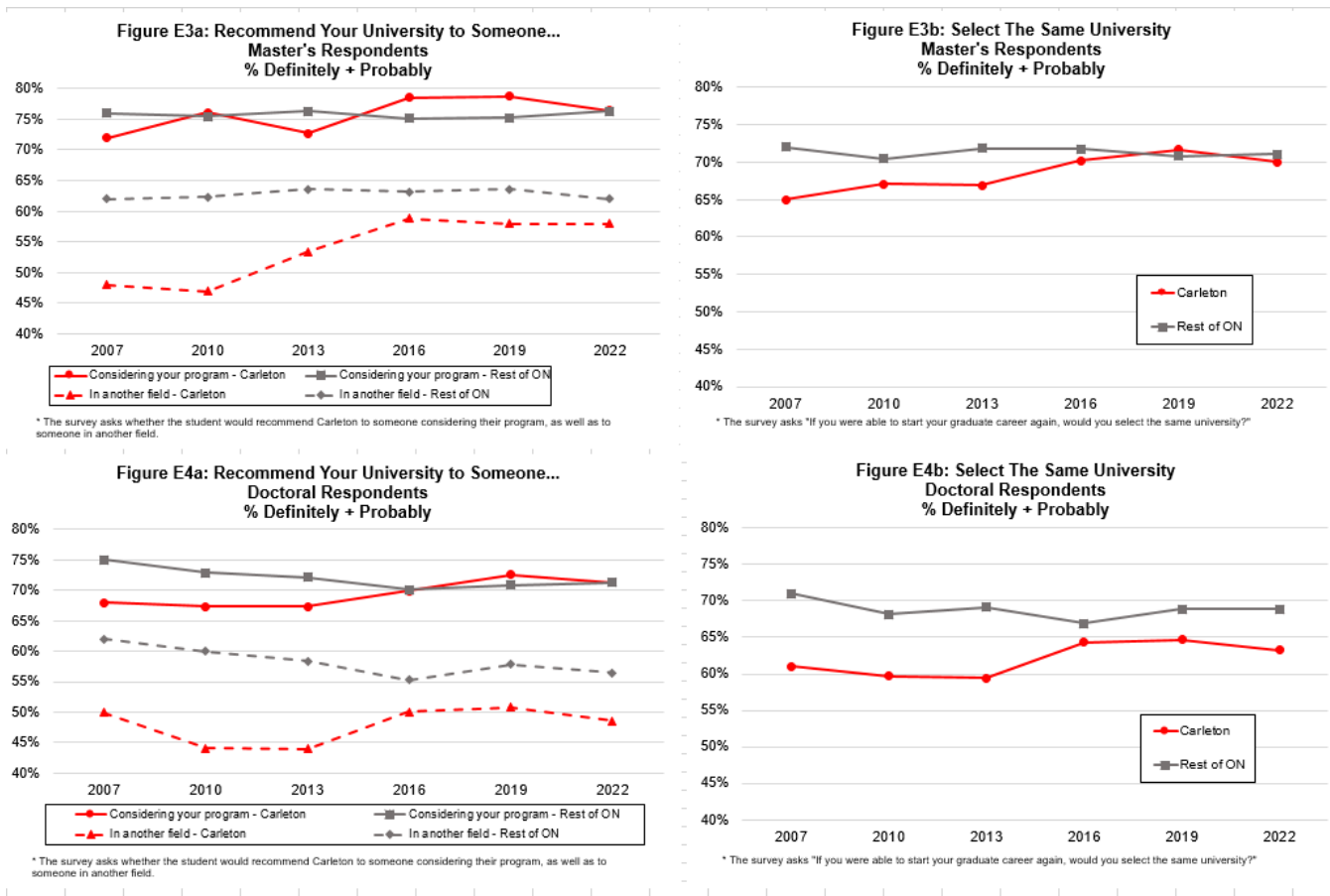
Table 3A shows the results of a series of general satisfaction questions. While the respondents answered the question on a five point scale, in order to simplify the table, “definitely” and “probably” were added together, as were “definitely not” and “probably not”.

Table 3A: General Satisfaction, by Degree Carleton's Respondents						
	% of Master's Respondents			% of Doctoral respondents		
	Definitely or Probably	Maybe	Definitely or Probably Not	Definitely or Probably	Maybe	Definitely or Probably Not
If you were to start your graduate career again, would you select this same university?	70%	19%	11%	63%	22%	14%
If you were to start your graduate career again, would you select the same field of study?	80%	12%	8%	81%	12%	8%
Would you recommend this university to someone considering your program?	76%	15%	9%	71%	16%	13%
Would you recommend this university to someone in another field?	58%	32%	10%	49%	40%	11%
If you were to start your graduate career again, would you select the same faculty supervisor?*	82%	10%	8%	82%	10%	8%

* Only for those respondents with a research advisor

Carleton respondents in 2022 answered similarly to those in 2019, and similarly to the average for the rest of the province on most questions as well. However, both Carleton Master’s and Doctoral respondents reported being less likely to recommend the university to someone considering their program than the average for the rest of the provincial respondents (58% vs. 62% for Master’s and 49% vs. 57% for Doctoral respondents).

Figures E3a through E4b present results of these questions over time. It is worth noting that while Carleton’s respondents were as likely to recommend their university to someone considering their program, they were less likely to do so to someone in another field than their provincial counterparts.

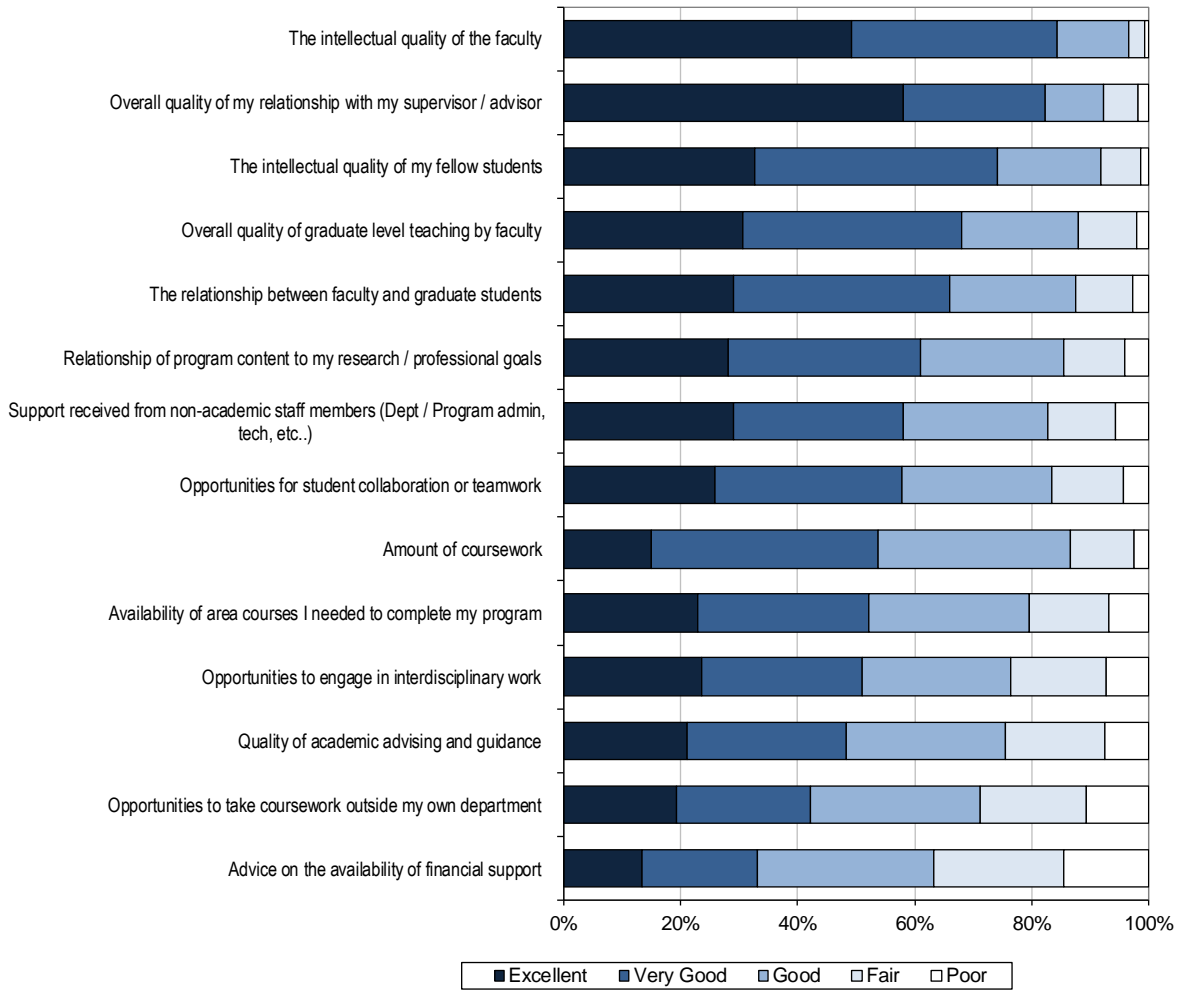


Satisfaction with Program, Quality of Interactions, and Coursework

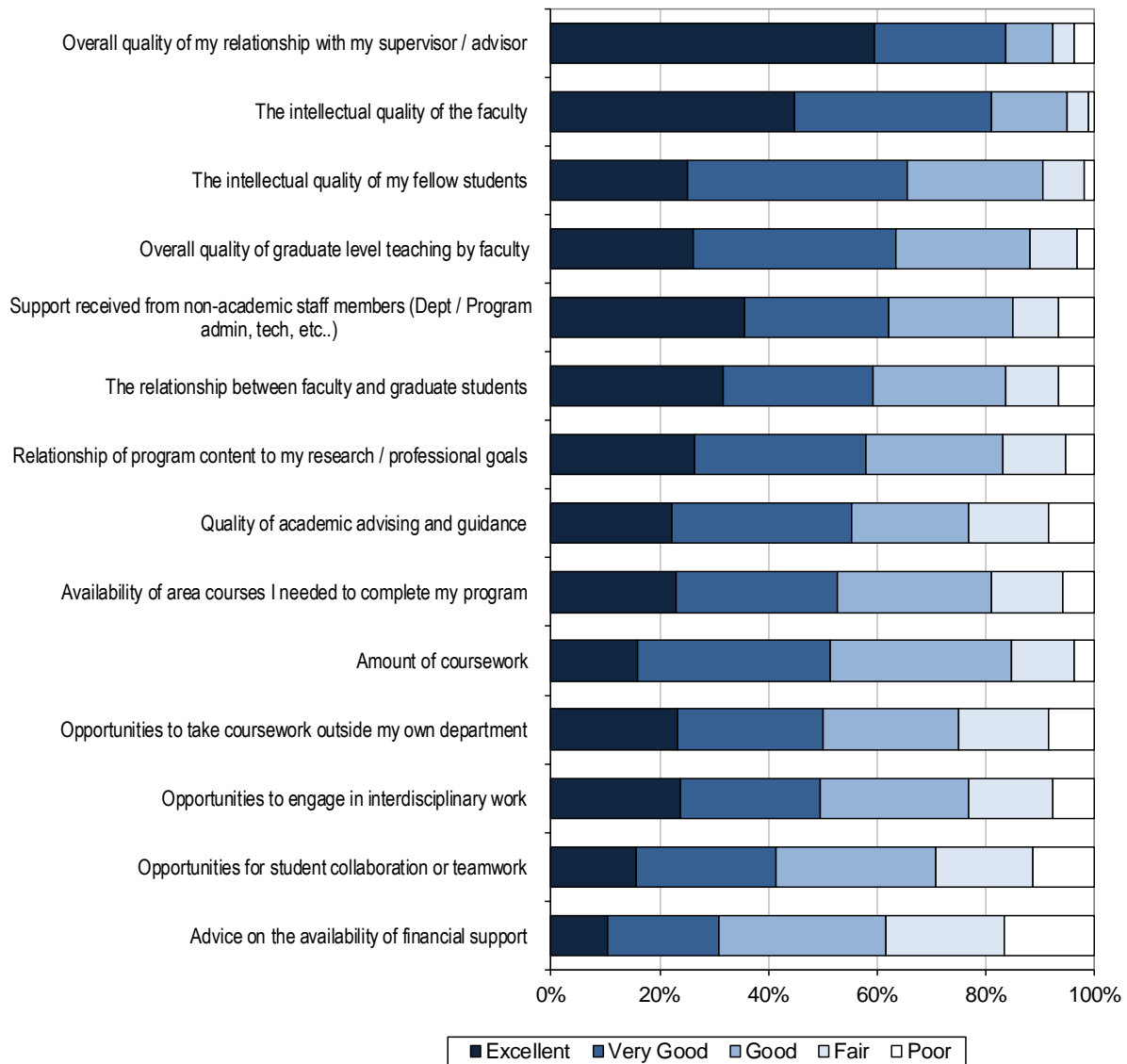
In addition to the general assessment and satisfaction questions, the CGPSS respondents were also asked more specific satisfaction questions, such as a series which focused on program, quality of interaction and coursework. **Figure 4** below shows the results for this series of questions for Master’s respondents at Carleton while **Figure 5** shows results for Doctoral respondents. This graph is sorted by the proportion of “excellent” and “very good” ratings.

Please note that a more detailed outline (including proportions) of Carleton’s results for figures 4 and 5 is included in **Appendix A**.

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



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



Results of 2022 survey are similar to those of 2019, except the following:

- The intellectual quality of my fellow students (74% of “excellent” and “very good” in 2022 vs 69% in 2019 for Master’s respondents)
- Support received from non-academic staff members (62% vs 72% for Doctoral respondents)

Several differences in satisfaction levels were found between Carleton and the average for the rest of the Ontario universities. **Table 4** outlines these statistically significant differences for both Master’s and Doctoral respondents.

Table 4: Satisfaction with Program, Quality of Interactions, Coursework Carleton compared to Ontario (excluding Carleton), by Degree		
	Carleton	Ontario
Master’s Respondents	% Excellent + Very good	
Availability of area courses I needed to complete my program	52%	58%
Opportunities to take coursework outside my own department	42%	40%
Opportunities for student collaboration or teamwork	58%	64%
Opportunities to engage in interdisciplinary work	51%	47%
Doctoral Respondents		
The relationship between faculty and graduate students	59%	57%
The intellectual quality of my fellow students	66%	72%
Support received from non-academic staff members	62%	61%

Obstacles to Academic Progress

Respondents were asked to rate the extent to which various factors were obstacles to their academic progress (results shown in **Table 5**). For both Master’s and Doctoral respondents at Carleton, the biggest obstacle to academic progress is financial pressure.

Table 5: Obstacles to Academic Progress % of Carleton's Respondents						
	Master's			Doctoral		
	Not an obstacle	A minor obstacle	A major obstacle	Not an obstacle	A minor obstacle	A major obstacle
Work commitments	40%	46%	14%	43%	40%	18%
Financial pressures	31%	35%	33%	25%	37%	37%
Family obligations	50%	34%	16%	42%	40%	18%
Availability of faculty	67%	26%	7%	62%	26%	12%
Program structure or requirements	51%	35%	14%	56%	34%	10%
Course scheduling	52%	38%	10%	74%	21%	5%
Immigration laws or regulations	84%	9%	7%	81%	11%	8%

Compared to the 2019 respondents, 2022 Master’s respondents at Carleton were more likely to report “Immigration laws or regulations” as an obstacle to their academic progress (16% reported it as an obstacle compared to 12% in 2019).

With one exception, Carleton Master’s and Doctoral respondents reported similar obstacles to academic progress as the rest of the province. Carleton Doctoral respondents were less likely to report “course scheduling” (26% vs. 33%) as an obstacle to academic progress than respondents from the rest of Ontario.

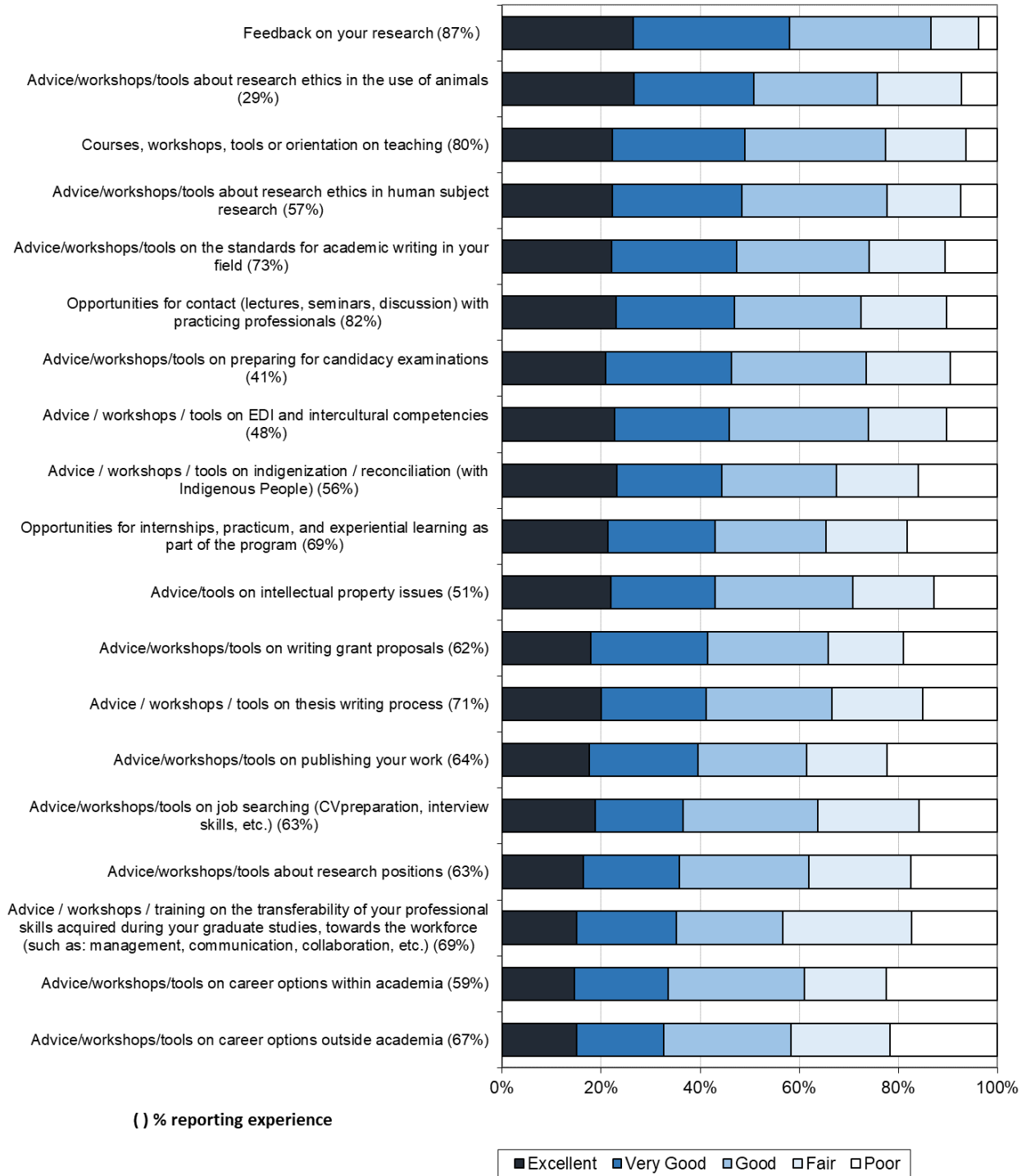
Professional Skills Development

Another area that was covered by the CGPSS was professional skills development. This section included the rating of a series of items that were deemed important to this goal. Students in research-based and course-based programs were asked different questions. More detailed results (including proportions) can be found in **Appendix A**.

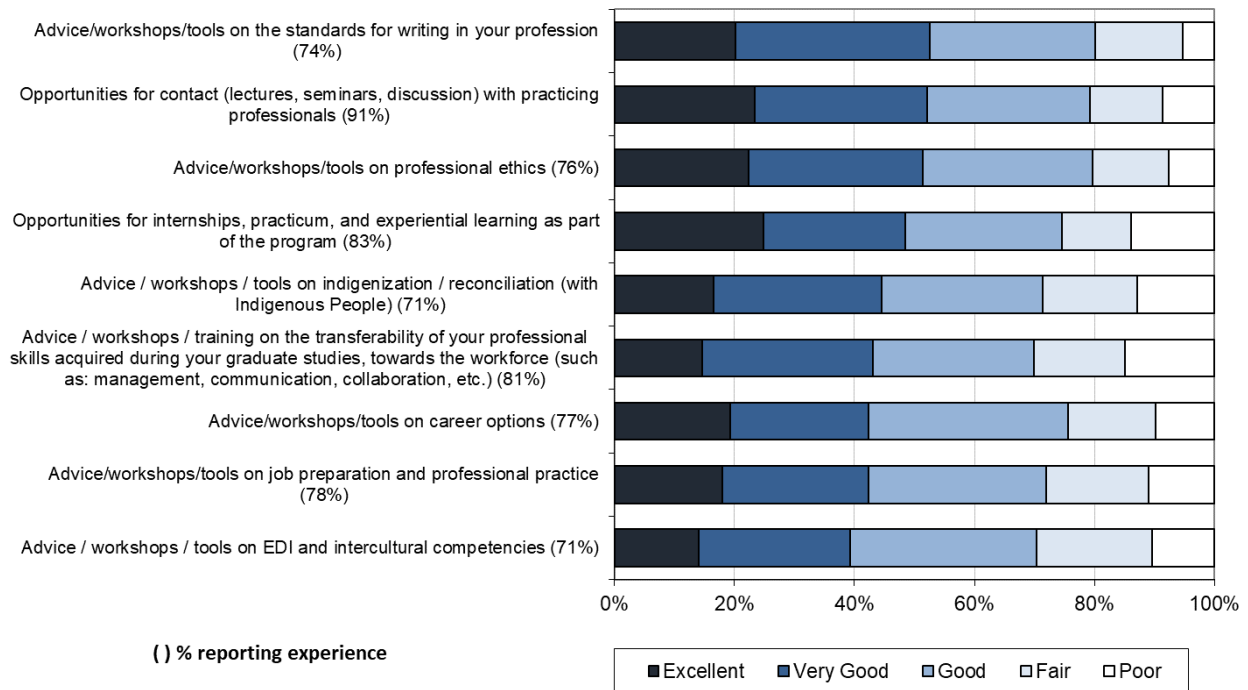
Figures 6A and 6B illustrate the results for this series of items for Carleton Master’s respondents in both research-based and course-based programs², respectively.

² While the rating scale went from poor to excellent, survey respondents could also choose either “not applicable” or “did not participate”. The statistical testing was done on the distribution within the five-point scale (excluding n/a and did not participate) although the proportion of respondents choosing either of those options was high for some items (as seen in tables A3 and A4 in Appendix A)

**Figure 6A: Professional Skills Development
Master's Respondents in Research-based Programs at Carleton**



**Figure 6B: Professional Skills Development
Master's Respondents in Course-based Programs at Carleton**



Master's respondents reported similarly between 2019 and 2022, except that those in research-based programs reported:

- Higher level of quality of the support and training in advice/workshops/tools about research ethics in the use of animals (51% of “excellent” or “very good” in 2022 vs 40% in 2019)
- Lower level of quality of the support and training in opportunities for contact (lectures, seminars, discussion) with practicing professionals (47% vs 52%)

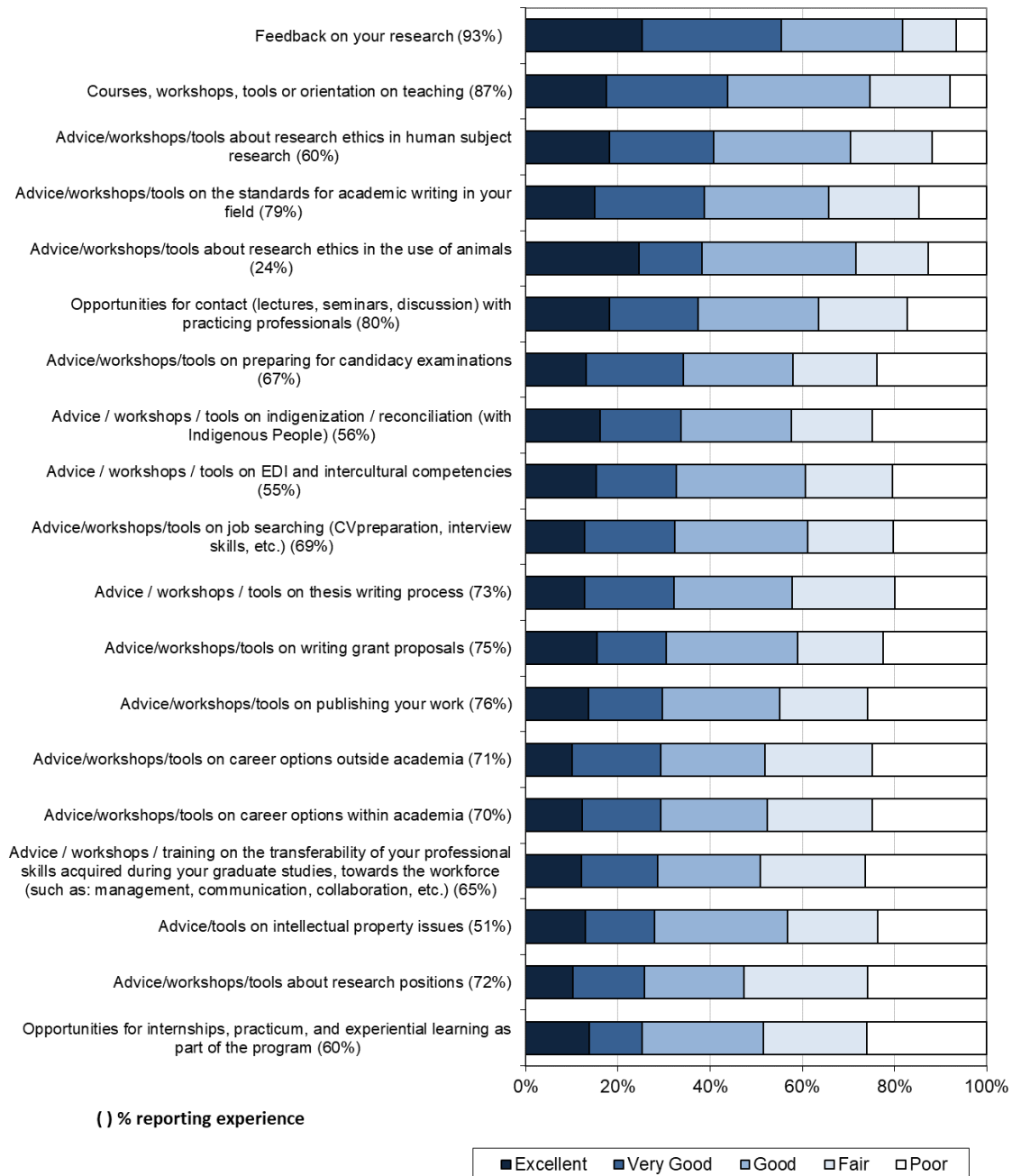
In addition, those in course-based programs reported:

- Lower level of quality of the support and training in opportunities for internships, practicum, and experiential learning as part of the program (48% vs 60%)

Master's respondents at Carleton reported similar levels of quality in professional skills development compared to the rest of Ontario, except that those in course-based programs reported a lower level of quality in the advice/workshops/training on the transferability of professional skills acquired during graduate studies towards the workforce (43% vs. 47% “excellent” or “very good” and 15% vs. 11% “poor”).

Doctoral respondents reported similar satisfaction levels to Master’s respondents’ with the professional skill development occurring in and around their programs (**Figure 7**). The highest rated professional development aspects at Carleton for Doctoral respondents were feedback on research, as well as courses and workshops on teaching. Career related aspects were amongst the lowest rated.

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



Compared to the 2019 Doctoral respondents, those in the 2022 survey were less satisfied on:

- Courses, workshops, tools or orientation on teaching (44% of “excellent” or “very good” in 2022 vs 55% in 2019)
- Advice/workshops/tools on writing grant proposals (31% vs 43%)
- Advice/workshops/tools on publishing your work (30% vs 39%)

Doctoral respondents at Carleton rated professional skills development similarly compared to the rest of Ontario, except that they reported a lower level of quality in the advice/workshops/tools on writing grant proposals (31% vs. 38% “excellent” or “very good”, and 23% vs. 17% “poor”).

Research Experience

Respondents were asked to rate the quality of the support and opportunities they received in a number of areas related to research experience. The distribution for Carleton respondents can be found in **Table 8** below.

Table 8: Research Experience				
Carleton, by Degree				
	Master's		Doctoral	
	% Excellent + Very Good	% Poor	% Excellent + Very Good	% Poor
Conducting independent research since starting your graduate program	52%	9%	57%	8%
Training in research methods before beginning your own research	46%	13%	42%	17%
Training / support on research tools specific to your research topic since starting your graduate program	46%	11%	43%	15%
Faculty guidance in formulating a research topic	57%	8%	59%	11%
Research collaboration with one or more faculty members*	56%	9%	52%	15%
Collaboration with faculty in writing a grant proposal*	46%	23%	43%	21%

* Research-based programs only

No differences were found between 2019 and 2022 surveys at Carleton, or between Carleton and the rest of Ontario, for either Master’s or Doctoral respondents.

Presentations and Publications

Respondents were first asked whether certain aspects related to presentations and publishing occurred in their department, and then asked how often they participated in those activities. Results are detailed in **Table 9A and 9B**. Master's and Doctoral respondents at Carleton reported participation at a similar level to the rest of the province on all aspects surveyed. In addition, Master's respondents at Carleton were more likely to report the occurrence of departmental or other institutional funding to attend scholarly/scientific meetings. On the other hand, Doctoral respondents with a research advisor at Carleton were less likely to report the occurrence of delivering papers or presenting a poster at scholarly/scientific meetings, co-authoring in refereed journals with their program faculty, or publishing as the sole or first author in a refereed journal.

Table 9A: Occurrence and Involvement with Presentations and Publications					
Carleton 2022 compared with 2019, by Degree					
	Master's		Doctoral		
	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	
				1-2 x	3x +
All students					
Seminars/colloquia at which students present their research	59% (2019: 64%)	73% (2019: 67%)	85% (2019: 85%)	41% (2019: 39%)	44% (2019: 46%)
Departmental / faculty funding for students to attend scholarly / scientific meetings (not from supervisor / advisor grant)	29% (2019: 39%)	37% (2019: 39%)	46% (2019: 64%)	41% (2019: 53%)	22% (2019: 18%)
Other institutional funding for students to attend scholarly / scientific meetings (not from supervisor grant)	24% (2019: 29%)	32% (2019: 26%)	34% (2019: 53%)	42% (2019: 50%)	15% (2019: 11%)
Scholarly meetings	35% (2019: 42%)	65% (2019: 62%)	58% (2019: 64%)	23% (2019: 35%)	67% (2019: 53%)
For those with a research advisor only					
Deliver any papers or present a poster at scholarly / scientific meetings	43% (2019: 50%)	66% (2019: 63%)	63% (2019: 75%)	36% (2019: 40%)	45% (2019: 44%)
Co-authored in refereed journals with your program faculty	32% (2019: 28%)	61% (2016: 50%)	41% (2019: 48%)	42% (2019: 55%)	32% (2019: 24%)
Published as sole or first author in a refereed journal	23% (2019: 21%)	54% (2016: 39%)	43% (2019: 45%)	56% (2019: 58%)	21% (2019: 17%)

Shading represents statistically significantly different results between 2022 and 2019.

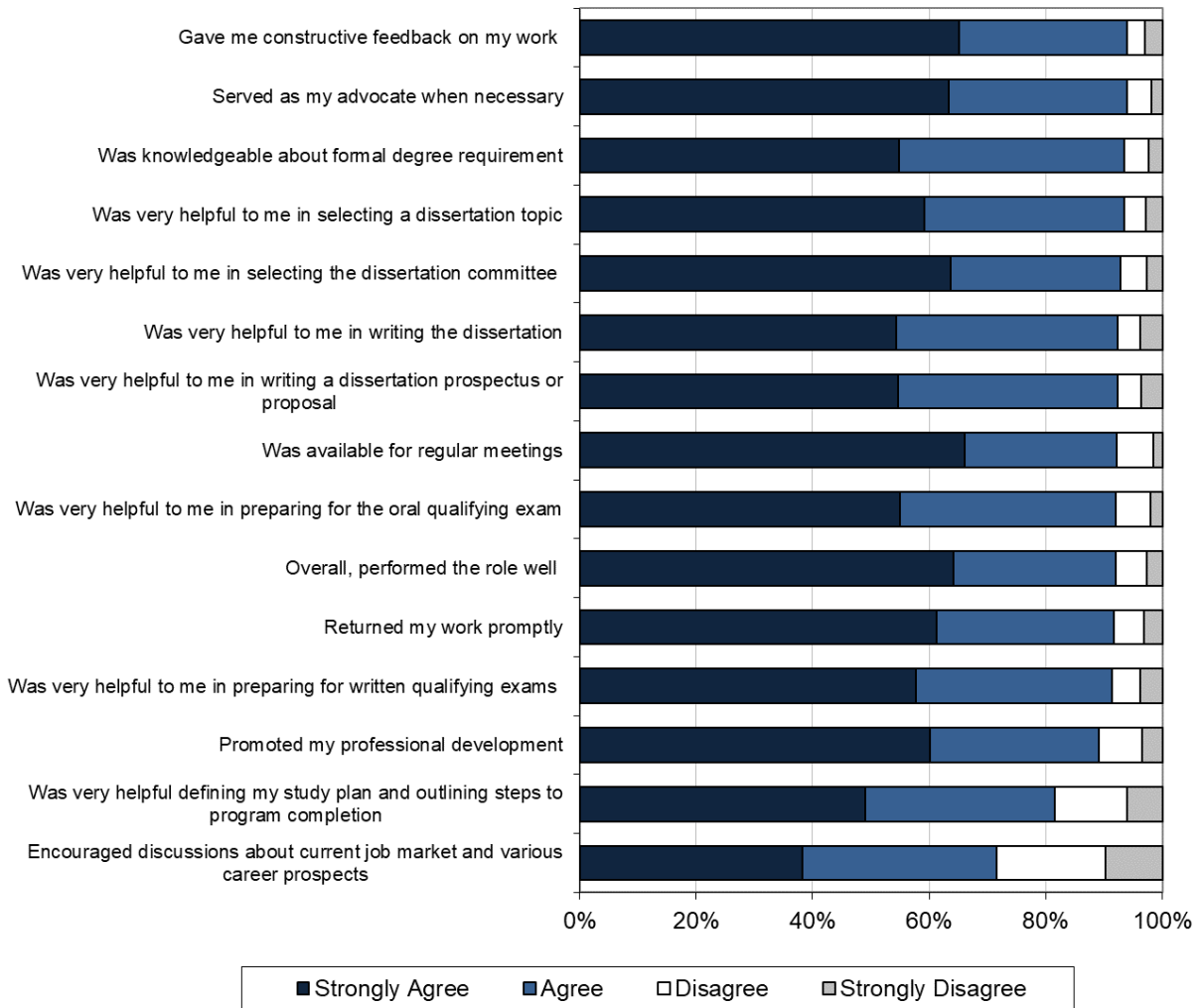
Table 9B: Occurrence and Involvement with Presentations and Publications					
Carleton compared with the Rest of Ontario, by Degree					
	Master's		Doctoral		
	A. Occurs in department (% said yes)	B. If yes to part A	A. Occurs in department (% said yes)	B. If yes to part A	
		% involved at least once		% involved	
				1-2 x	3x +
All students					
Seminars/colloquia at which students present their research	59%	73%	85%	41%	44%
Departmental funding for students to attend scholarly/scientific meetings (not from supervisor grant)	29%	37%	47%	41%	22%
	(ON: 26%)				
Other institutional funding for students to attend scholarly/scientific meetings (not from supervisor grant)	24%	32%	34%	42%	15%
	(ON: 21%)				
Scholarly meetings	35%	65%	58%	23%	67%
For those with a research advisor only					
Deliver any papers or present a poster at scholarly/scientific meetings	43%	66%	63%	36%	45%
			(ON: 68%)		
Co-authored in refereed journals with your program faculty	32%	61%	41%	42%	32%
			(ON: 48%)		
Published as sole or first author in a refereed journal	23%	54%	43%	56%	22%
			(ON: 49%)		

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

Advisors

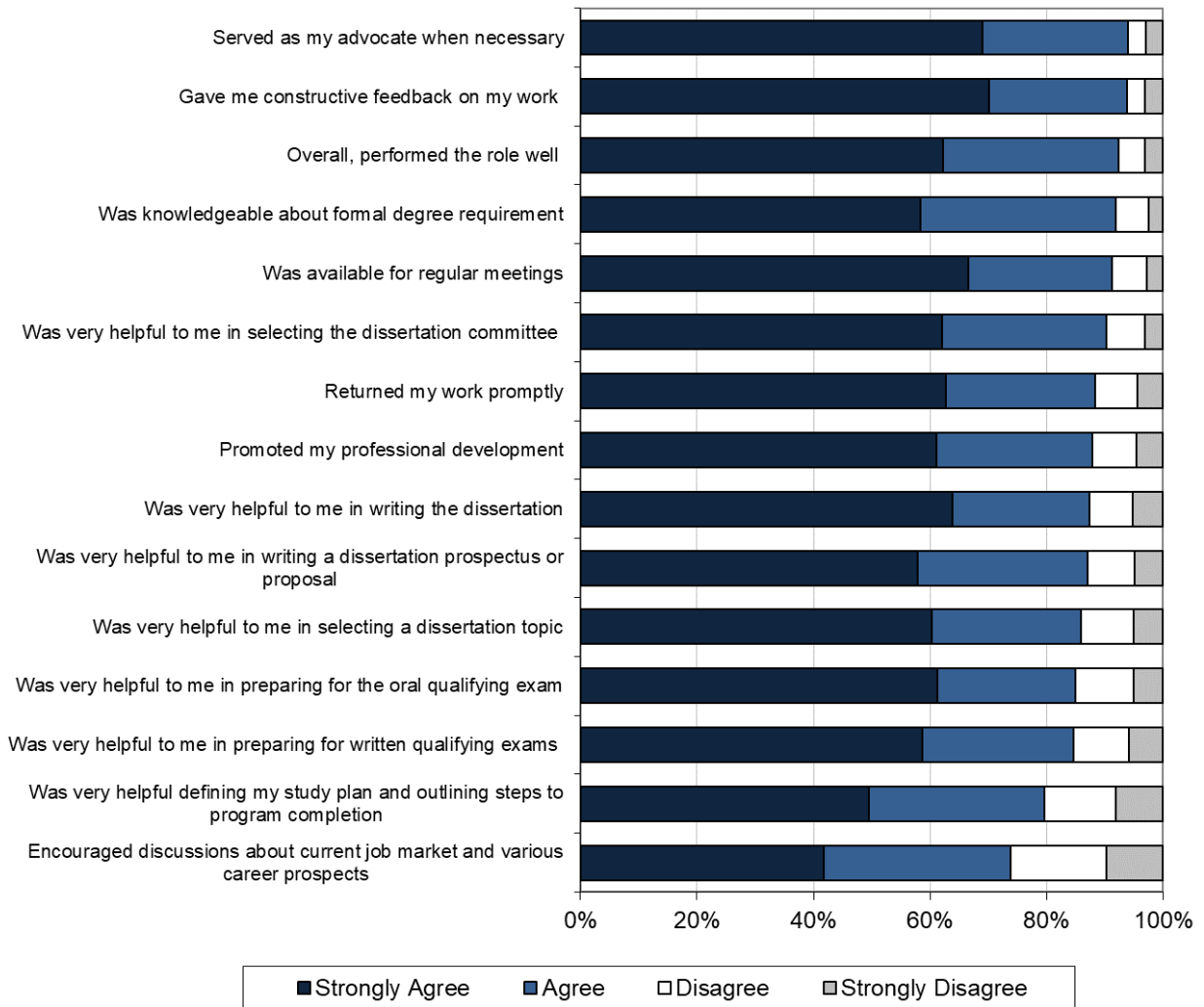
Respondents who have research advisors were asked to indicate their level of agreement with a number of aspects of their thesis/dissertation advisor (**Figures 8A and 8B**).

Figure 8A: Advisor: Master's Respondents



No differences were found over time or in comparison to their provincial counterparts for either Master's or Doctoral respondents.

Figure 8B: Advisor: Doctoral Respondents



Respondents were also asked how often they met or communicated with their dissertation advisors about their ongoing research and the writing of their dissertation. The following table outlines how Carleton graduate students responded (**Table 10**). Carleton’s results are similar to 2019, however Doctoral respondents at Carleton were less likely to report meeting about ongoing research and results “at least once a month” (39% vs. 43%) or “at least once a week” (37% vs. 40%) and more likely to report meeting “less than once a month” (24% vs. 17%) than the average for respondents at other Ontario universities.

	Master's			Doctoral		
	Less than once a month	At least once a month	At least once a week	Less than once a month	At least once a month	At least once a week
Your ongoing research and results	13%	46%	41%	24%	39%	37%
Your writing of the dissertation draft	35%	46%	19%	39%	38%	23%

Additional questions were asked on whether the graduate student had an advisory committee. Carleton respondents were less likely to report having an advisory committee compared to their provincial counterparts: 21% of Carleton Master's respondents (compared to 52% for the rest of Ontario, on average); and 47% of Doctoral respondents (compared to 69% for Ontario, on average).

Those who reported having an advisory committee were given a list of three statements and asked which one(s) best described their situation (they could check all that apply, see **Table 11**).

	Master's	Doctoral
My advisory committee expects to receive from me a written progress report, at least once a year	28%	34%
I am expected to meet at least annually with my advisory committee	40%	48%
I have already interacted at least once with my advisory committee	81%	81%

Both Carleton Master's and Doctoral respondents were less likely to indicate that their advisory committee expects to receive a written progress report at least once a year (Ontario: 51% and 54% respectively) or that they are expected to meet at least annually with their advisory committee (Ontario: 58% and 63% respectively) than their provincial counterparts. However, they reported having interacted with the advisory committee at least once at a similar rate to the rest of Ontario.

Moreover, respondents were most likely to indicate that they interacted with their advisory committee in a formal meeting: 76% for Master's and 81% for Doctoral respondents at Carleton (whereas 24% and 19% reported interacting only informally, respectively). There is no statistically significant difference between Carleton respondents and the rest of Ontario, on average.

Over 90 percent of Master's and Doctoral Carleton respondents who reported having an advisory committee agreed or strongly agreed that "Up to now, I have found my advisory committee's feedback constructive and useful". This is similar to the rest of Ontario, on average.

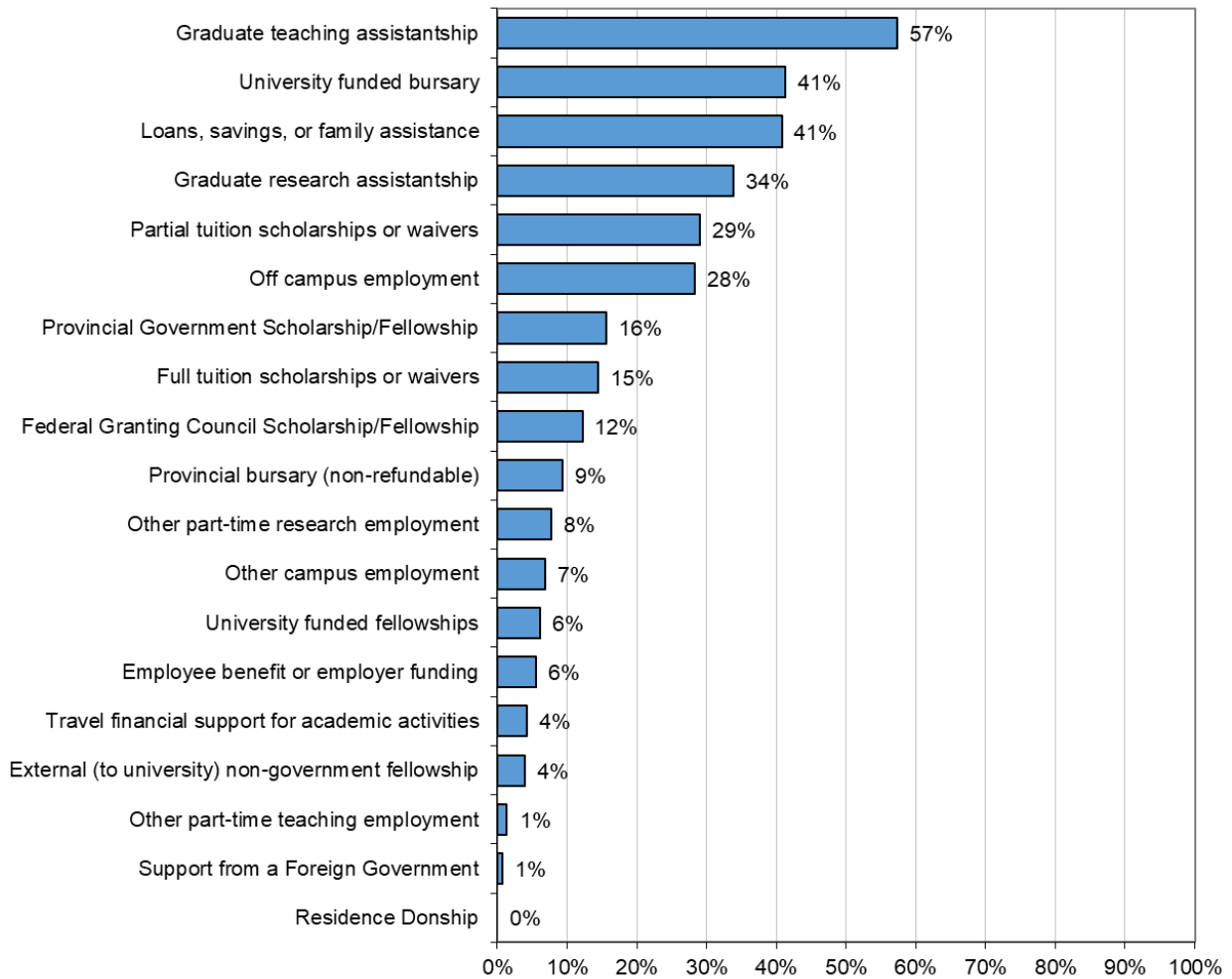
Financial Support

Respondents were asked to select from a list of all forms of financial support that they received while enrolled in their program. **Figure 9** shows the types of support that Master's respondents reported receiving at Carleton. Master's respondents rated similarly to 2019, with a few exceptions: more Master's respondents reported university funded bursary (41% vs. 34% in 2019), full tuition scholarships or waivers (15% vs. 9%), graduate research assistantship (34% vs. 28%), and other part-time research employment (8% vs. 5%). As well, less Master's respondents reported provincial bursary (non-refundable) (9% vs. 14%), and loans, savings, or family assistance (41% vs. 49%).

Compared to the rest of Ontario, Carleton Master's respondents received more provincial government scholarships/fellowships (16% vs. 13% Ontario), university funded bursaries (41% vs. 27%), full tuition scholarships or waivers (15% vs. 9%), partial tuition scholarships or waivers (29% vs. 14%), graduate research assistantships (34% vs. 18%), graduate teaching assistantships (57% vs. 31%), other part-time research employment (8% vs. 4%), and travel financial support for academic activities (4% vs. 3%). However they received less university funded fellowships (6% vs. 14%) and other part-time teaching employment (1% vs. 3%).

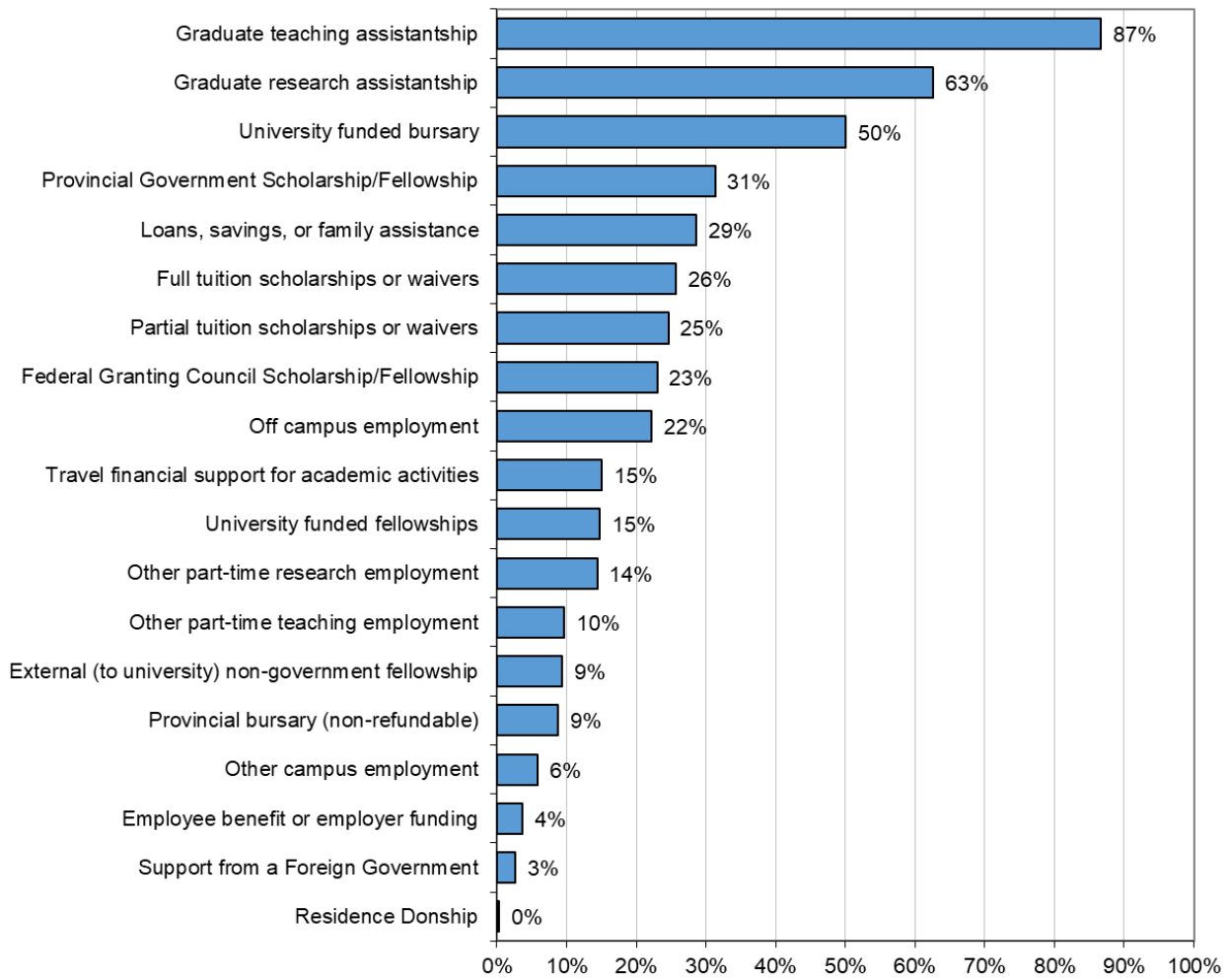
The category of "loans, savings, or family assistance" was similar for Carleton Master's respondents compared to the Ontario average, excluding Carleton.

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



In comparison to those in a Master's degree, Doctoral respondents at Carleton were more likely to receive funding from a wider variety of sources (as shown in **Figure 10**). No difference was found between 2019 and 2022 Doctoral respondents.

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

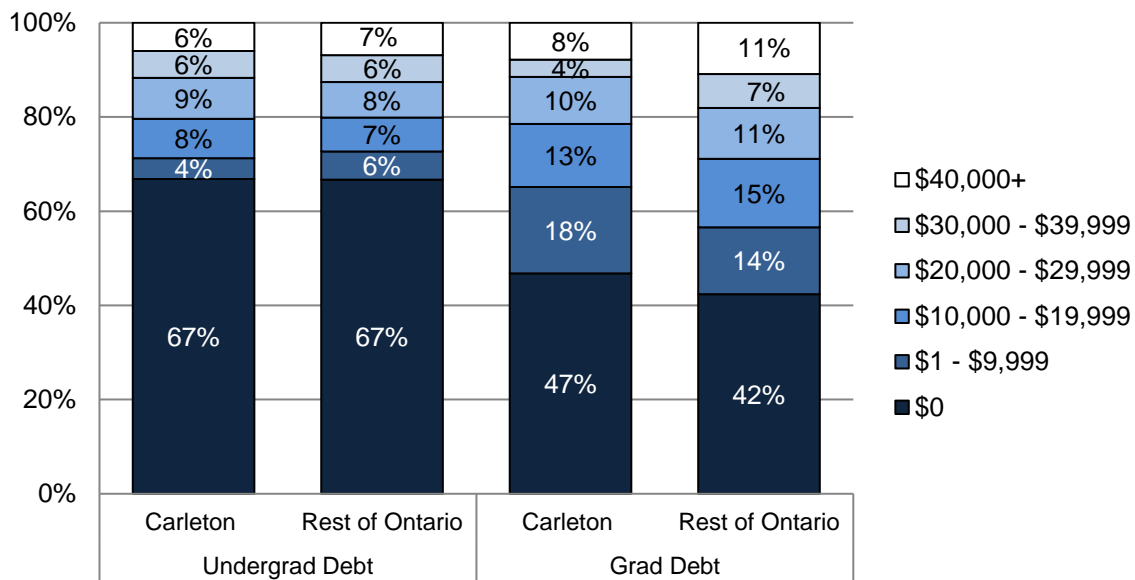


In comparison to the average for the rest of Ontario, Carleton Doctoral respondents reported receiving more funding from several sources: provincial bursaries (9% vs. 6%), university funded bursaries (50% vs. 37%), partial tuition scholarships or waivers (25% vs. 12%), graduate research assistantships (63% vs. 53%), and graduate teaching assistantships (87% vs 70%). Conversely, Carleton Doctoral respondents reported having less funding from university funded fellowships (15% vs. 38%) and travel financial support for academic activities (15% vs. 22%).

Debt

Respondents were asked to estimate the amount of undergraduate educational debt, if any, plus the amount of graduate educational debt, if any, they would have to repay once they had completed their graduate program. Amongst Carleton’s respondents in Master’s programs, 33 percent reported having undergraduate debt and 53 percent reported having graduate debt. The breakdown of reported undergraduate and graduate debt is shown in **Figure 11** below, for Master’s respondents at Carleton and for the rest of Ontario.

**Figure 11: Educational Debt
Master's Respondents**



Carleton Master’s respondents reported a lower rate of graduate debt compared to their provincial counterparts. Moreover, for those who expected to have graduate debt, Carleton Master’s respondents expected to have less than the rest of the province.

Comparisons between 2019 and 2022 debt shows that Master’s respondents were less likely to report expecting to have graduate debt in 2022 (53% vs. 61% in 2019). However, distribution of debt, for those who reported having debt, was similar over time for both undergraduate and expected graduate debt.

Twenty-four percent of Carleton Doctoral respondents reported having undergraduate educational debt, and 43 percent expected to have graduate debt once they finished their program. The

breakdown of this debt is shown in **Figure 12**. Doctoral respondents expected to have graduate debt at a similar rate to their provincial counterparts, and for those who expected to have debt, the amount was similar to the average for the rest of Ontario.

Carleton Doctoral respondents were less likely to report having undergraduate debt in 2022, compared to those in 2019 (24% vs. 32% in 2019). The distribution of debt over time was similar, for both undergraduate and expected graduate debt.

**Figure 12: Educational Debt
Doctoral Respondents**

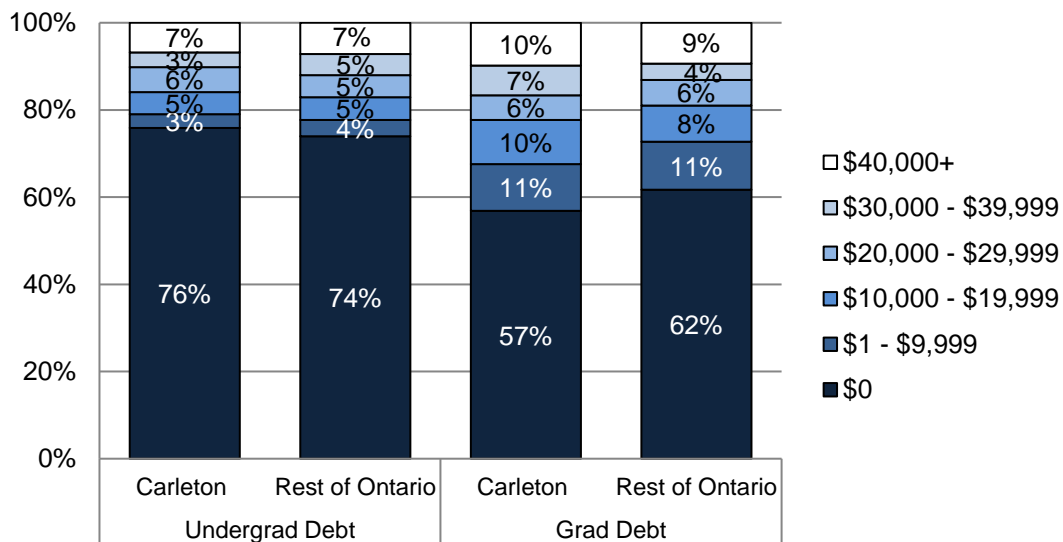
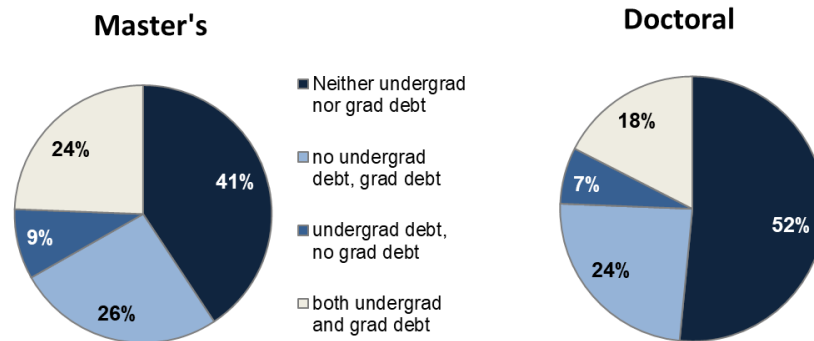


Figure 13 below summarizes the proportion of respondents who have no debt, both undergraduate and graduate debt, or one or the other kind of debt. Compared to the rest of Ontario, on average, Carleton Master’s respondents were more likely to have neither debt (41% vs. 38% of Ontario), and less likely to have both undergraduate and graduate debt (24% vs. 27%). Carleton Doctoral respondents were similar to their provincial counterparts.

Compared to 2019 respondents, 2022 Carleton Master’s respondents were less likely to report carrying both debts (24% vs. 29% in 2019) and having graduate debt with no undergraduate debt (26% vs. 29%), and more likely to report having neither debt (41% vs. 36%) and undergraduate debt with no graduate debt (9% vs. 6%). There were no statistically significant changes over time for Doctoral respondents.

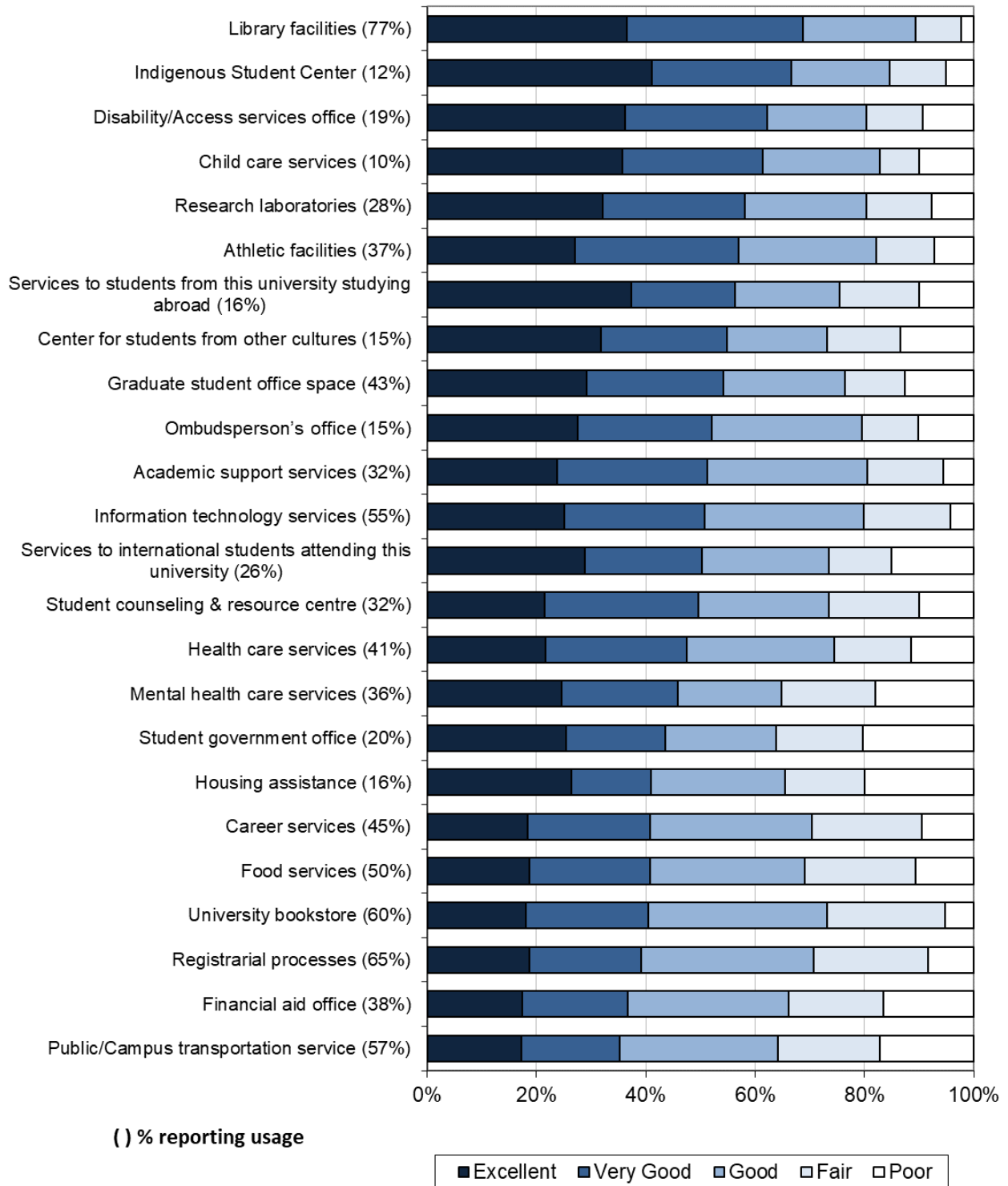
Figure 13: Carleton Respondents' Combinations of UG and Grad Debt



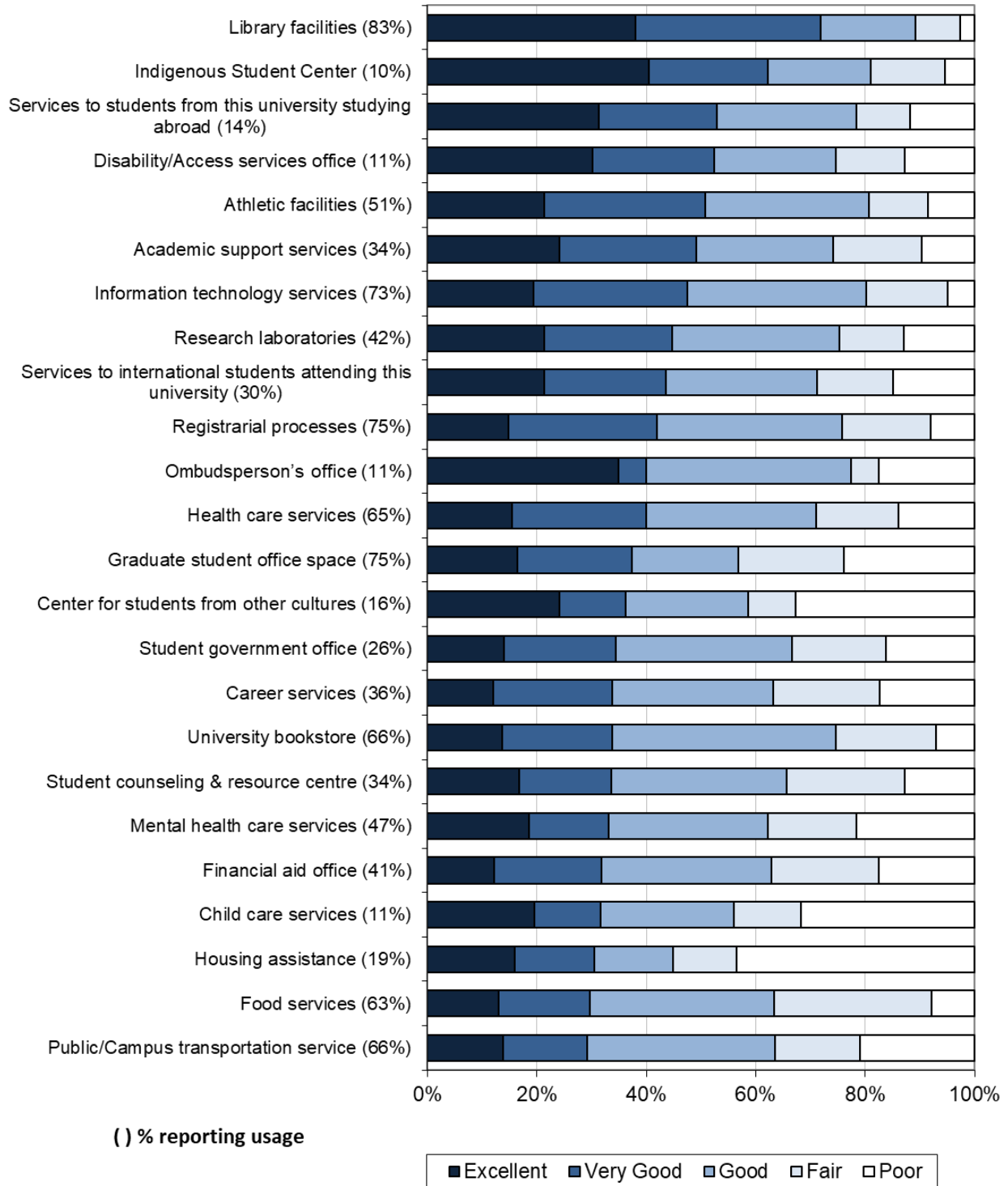
University Resources and Student Life

Respondents were asked to rate the quality of the resources that they have used while in their current graduate program. **Figures 14 and 15** show the results for both Master's and Doctoral respondents at Carleton, sorted by the proportion of respondents who chose either "excellent" or "very good". Also included in this chart, in the parentheses beside the service, is the proportion of respondents who rated the service (and did not select either not applicable or did not participate).

**Figure 14: University Resources
Master's Respondents**



**Figure 15: University Resources
Doctoral Respondents**



Carleton ratings for a number of services were statistically different from the average of the rest of Ontario (**Table 12**). Carleton’s respondents were more likely to have a lower level of satisfaction than their provincial counterparts in cases where differences were noted.

Table 12: University Resources			
	% Excellent + Very good		Carleton More Positive (+) or More Negative (-)
	Carleton	Rest of Ont.	
Master's Respondents			
Public/Campus transportation service (57%)*	35%	46%	-
University bookstore (60%)	40%	46%	-
Doctoral Respondents			
Graduate student office space (75%)	37%	43%	-
Research laboratories (42%)	45%	59%	-
Public/Campus transportation service (66%)	29%	42%	-

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

Satisfaction with university resources stayed the same over time with a few exceptions. Master’s respondents rated library facilities lower in 2022 than 2019. Doctoral respondents rated Ombudsperson’s office higher and Public/Campus transportation service lower in 2022 than 2019.

- Library facilities (Master’s: 69% “excellent + very good” in 2022 vs. 76% in 2019)
- Ombudsperson’s office (Doctoral: 40% vs. 27%)
- Public/Campus transportation service (Doctoral: 29% vs. 38%)

Conclusion

Participation in the 2022 Canadian Graduate and Professional Student Survey has yielded a wide variety of information on Carleton’s graduate students. Given the context of an unprecedented global pandemic when the survey took place, results are mixed compared to the rest of Ontario, as well as to Carleton’s 2019 results.

Overall satisfaction of both academic and non-academic experience at Carleton has dropped compared to that of the 2019 survey, with the difference being statistically significant in student life experience for both Master’s and Doctoral respondents, and in overall experience for Master’s respondents. In addition, Carleton respondents rated lower on most of the overall satisfaction

questions compared to the rest of the province, with the difference being statistically significant in student life experience for both Master's and Doctoral respondents.

For the most part, satisfaction with program, quality of interactions, and coursework were reported to be similar between 2022 and 2019 survey years, and between Carleton and the rest of the province. Same trend can be seen in the satisfaction level with professional skills development and research experience. Both Master's and Doctoral respondents reported a decreased level of occurrence in presentations and publications from 2019 to 2022. On the positive side, participation rate in those activities increased.

CGPSS also asks a set of questions on student finance and debt. In 2022 CGPSS, both Master's and Doctoral respondents at Carleton reported that the biggest obstacle to academic progress is financial pressure. Master's respondents at Carleton were more likely to report receiving financial support from their university, such as university funded bursary, full tuition scholarship or waiver, compared to those in the 2019 survey. However, they were less likely to receive financial support from the provincial bursary. In addition, Master's respondents at Carleton were also less likely to carry educational debt compared to the rest of the province, as well as to those in the 2019 survey.

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

APPENDIX A – Data Tables from Selected Graphs

Table A1: From Figure 4 -- Satisfaction with Program, Quality of Interactions, Coursework					
Master's respondents at Carleton					
	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	49%	35%	12%	3%	1%
The intellectual quality of my fellow students	33%	41%	18%	7%	1%
The relationship between faculty and graduate students	29%	37%	21%	10%	3%
Overall quality of graduate level teaching by faculty	31%	37%	20%	10%	2%
Advice on the availability of financial support	13%	20%	30%	22%	15%
Quality of academic advising and guidance	21%	27%	27%	17%	7%
Support received from non-academic staff members (Dept/Program admin, tech, etc.)	29%	29%	25%	12%	6%
Availability of area courses I needed to complete my program	23%	29%	27%	14%	7%
Relationship of program content to my research/professional goals	28%	33%	25%	11%	4%
Opportunities for student collaboration or teamwork	26%	32%	26%	12%	4%
Opportunities to take coursework outside my own department	19%	23%	29%	18%	11%
Opportunities to engage in interdisciplinary work	24%	28%	25%	17%	7%
Amount of coursework	15%	39%	33%	11%	3%
Overall quality of my relationship with my supervisor/advisor	58%	24%	10%	6%	2%

Table A2: From Figure 5 -- Satisfaction with Program, Quality of Interactions, Coursework					
Doctoral respondents at Carleton					
	Excellent	Very Good	Good	Fair	Poor
The intellectual quality of the faculty	45%	36%	14%	4%	1%
The intellectual quality of my fellow students	25%	40%	25%	8%	2%
The relationship between faculty and graduate students	32%	28%	25%	10%	7%
Overall quality of graduate level teaching by faculty	26%	37%	25%	9%	3%
Advice on the availability of financial support	10%	21%	31%	22%	17%
Quality of academic advising and guidance	22%	33%	22%	15%	8%
Support received from non-academic staff members (Dept/Program admin, tech, etc.)	36%	26%	23%	8%	7%
Availability of area courses I needed to complete my program	23%	30%	28%	13%	6%
Relationship of program content to my research/professional goals	27%	31%	25%	12%	5%
Opportunities for student collaboration or teamwork	16%	26%	29%	18%	11%
Opportunities to take coursework outside my own department	23%	27%	25%	17%	8%
Opportunities to engage in interdisciplinary work	24%	26%	27%	16%	8%
Amount of coursework	16%	35%	33%	12%	4%
Overall quality of my relationship with my supervisor/advisor	59%	24%	9%	4%	4%

Table A3A: From Figure 6A -- Satisfaction with Professional Skills Development							
Master's Respondents in Research-Based Programs at Carleton							
	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Courses, workshops, tools or orientation on teaching	22%	27%	28%	16%	6%	12%	7%
Advice/workshops/tools on preparing for candidacy examinations	21%	25%	27%	17%	10%	32%	27%
Feedback on your research	26%	32%	29%	10%	4%	6%	7%
Advice/workshops/tools on the standards for academic writing in your field	22%	25%	27%	15%	11%	24%	3%
Advice/workshops/tools on writing grant proposals	18%	24%	24%	15%	19%	31%	8%
Advice/workshops/tools on publishing your work	18%	22%	22%	16%	22%	31%	5%
Advice/workshops/tools on job searching (CV preparation, interview skills, etc.)	19%	18%	27%	20%	16%	32%	5%
Advice/workshops/tools on career options within academia	15%	19%	28%	17%	22%	33%	7%
Advice/workshops/tools on career options outside academia	15%	18%	26%	20%	22%	29%	4%
Advice/workshops/tools about research positions	16%	19%	26%	21%	18%	29%	8%
Advice/workshops/tools about research ethics in human subject research	22%	26%	29%	15%	7%	26%	17%
Advice/workshops/tools about research ethics in the use of animals	27%	24%	25%	17%	7%	37%	34%
Advice/tools on intellectual property issues	22%	21%	28%	16%	13%	35%	14%
Opportunities for internships, practicum, and experiential learning as part of the program	21%	22%	22%	16%	18%	21%	10%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	23%	24%	26%	17%	10%	13%	4%
Advice/workshops/tools on thesis writing process	20%	21%	25%	18%	15%	24%	5%
Advice/workshops/tools on EDI and intercultural competencies	23%	23%	28%	16%	10%	32%	20%
Advice/workshops/tools on indigenization/reconciliation (with Indigenous People)	23%	21%	23%	16%	16%	31%	14%
Advice/workshops/training on the transferability of your professional skills acquired during your graduate studies, towards the workforce (such as: management, communication, collaboration, etc.)	15%	20%	22%	26%	17%	24%	7%

Table A3B: From Figure 6B -- 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/tools on the standards for writing in your profession	20%	32%	28%	15%	5%	24%	2%
Advice/workshops/tools on career options	19%	23%	33%	15%	10%	21%	2%
Advice/workshops/tools on professional ethics	22%	29%	28%	13%	8%	22%	2%
Advice/workshops/tools on job preparation and professional practice	18%	24%	30%	17%	11%	19%	2%
Opportunities for internships, practicum, and experiential learning as part of the program	25%	24%	26%	12%	14%	13%	3%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	23%	29%	27%	12%	9%	8%	1%
Advice/workshops/tools on EDI and intercultural competencies	14%	25%	31%	19%	10%	22%	6%
Advice/workshops/tools on indigenization/reconciliation (with Indigenous People)	17%	28%	27%	16%	13%	20%	8%
Advice/workshops/training on the transferability of your professional skills acquired during your graduate studies, towards the workforce (such as: management, communication, collaboration, etc.)	15%	28%	27%	15%	15%	17%	2%

Table A4: From Figure 7 -- Satisfaction with Professional Skills Development

Doctoral Respondents at Carleton							
	Excellent	Very Good	Good	Fair	Poor	Did not participate	N/A
Courses, workshops, tools or orientation on teaching	17%	26%	31%	17%	8%	11%	3%
Advice/workshops/tools on preparing for candidacy examinations	13%	21%	24%	18%	24%	22%	11%
Feedback on your research	25%	30%	26%	12%	7%	4%	3%
Advice/workshops/tools on the standards for academic writing in your field	15%	24%	27%	20%	15%	18%	3%
Advice/workshops/tools on writing grant proposals	16%	15%	29%	18%	23%	22%	3%
Advice/workshops/tools on publishing your work	14%	16%	26%	19%	26%	21%	3%
Advice/workshops/tools on job searching (CV preparation, interview skills, etc.)	13%	20%	29%	19%	20%	26%	5%
Advice/workshops/tools on career options within academia	12%	17%	23%	23%	25%	25%	5%
Advice/workshops/tools on career options outside academia	10%	19%	23%	23%	25%	25%	4%
Advice/workshops/tools about research positions	10%	16%	22%	27%	26%	24%	4%
Advice/workshops/tools about research ethics in human subject research	18%	23%	30%	18%	12%	20%	20%
Advice/workshops/tools about research ethics in the use of animals	25%	14%	33%	16%	13%	33%	43%
Advice/tools on intellectual property issues	13%	15%	29%	20%	24%	33%	15%
Opportunities for internships, practicum, and experiential learning as part of the program	14%	11%	26%	22%	26%	25%	15%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	18%	19%	26%	19%	17%	15%	5%
Advice/workshops/tools on thesis writing process	13%	19%	26%	22%	20%	23%	5%
Advice/workshops/tools on EDI and intercultural competencies	15%	17%	28%	19%	21%	30%	15%
Advice/workshops/tools on indigenization/reconciliation (with Indigenous People)	16%	18%	24%	18%	25%	26%	18%
Advice/workshops/training on the transferability of your professional skills acquired during your graduate studies, towards the workforce (such as: management, communication, collaboration, etc.)	12%	16%	22%	23%	26%	26%	9%

Table A5: Figure 8A -- Satisfaction with Advisor and Thesis Master's Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Was knowledgeable about formal degree requirement	55%	39%	4%	2%
Served as my advocate when necessary	63%	31%	4%	2%
Gave me constructive feedback on my work	65%	29%	3%	3%
Returned my work promptly	61%	30%	5%	3%
Promoted my professional development	60%	29%	7%	4%
Overall, performed the role well	64%	28%	5%	3%
Was available for regular meetings	66%	26%	6%	2%
Was very helpful to me in preparing for written qualifying exams	58%	34%	5%	4%
Was very helpful to me in preparing for the oral qualifying exam	55%	37%	6%	2%
Was very helpful to me in selecting a dissertation topic	59%	34%	4%	3%
Was very helpful to me in writing a dissertation prospectus or proposal	55%	38%	4%	4%
Was very helpful to me in writing the dissertation	54%	38%	4%	4%
Was very helpful to me in selecting the dissertation committee	64%	29%	5%	3%
Encouraged discussions about current job market and various career prospects	38%	33%	19%	10%
Was very helpful defining my study plan and outlining steps to program completion	49%	33%	12%	6%

Table A6: Figure 8B -- Satisfaction with Advisor and Thesis Doctoral Respondents at Carleton				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Was knowledgeable about formal degree requirement	58%	34%	6%	3%
Served as my advocate when necessary	69%	25%	3%	3%
Gave me constructive feedback on my work	70%	24%	3%	3%
Returned my work promptly	63%	26%	7%	5%
Promoted my professional development	61%	27%	8%	5%
Overall, performed the role well	62%	30%	5%	3%
Was available for regular meetings	67%	25%	6%	3%
Was very helpful to me in preparing for written qualifying exams	59%	26%	10%	6%
Was very helpful to me in preparing for the oral qualifying exam	61%	24%	10%	5%
Was very helpful to me in selecting a dissertation topic	60%	26%	9%	5%
Was very helpful to me in writing a dissertation prospectus or proposal	58%	29%	8%	5%
Was very helpful to me in writing the dissertation	64%	23%	7%	5%
Was very helpful to me in selecting the dissertation committee	62%	28%	7%	3%
Encouraged discussions about current job market and various career prospects	42%	32%	16%	10%
Was very helpful defining my study plan and outlining steps to program completion	50%	30%	12%	8%

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

	Excellent	Very good	Good	Fair	Poor
Library facilities	37%	32%	21%	8%	2%
Graduate student office space	29%	25%	22%	11%	13%
Research laboratories	32%	26%	22%	12%	8%
Health care services	22%	26%	27%	14%	12%
Mental health care services	25%	21%	19%	17%	18%
Child care services	36%	26%	21%	7%	10%
Financial aid office	17%	19%	30%	17%	17%
Career services	18%	22%	30%	20%	10%
Student counseling & resource centre	22%	28%	24%	17%	10%
Academic support services	24%	27%	29%	14%	6%
Athletic facilities	27%	30%	25%	11%	7%
Services to international students attending this university	29%	21%	23%	12%	15%
Services to students from this university studying abroad	37%	19%	19%	15%	10%
Housing assistance	26%	15%	25%	15%	20%
Ombudsperson's office	28%	24%	28%	10%	10%
Public/Campus transportation service	17%	18%	29%	19%	17%
Food services	19%	22%	28%	20%	11%
University bookstore	18%	22%	33%	22%	5%
Student government office	25%	18%	20%	16%	20%
Registrarial processes	19%	21%	31%	21%	8%
Information technology services	25%	26%	29%	16%	4%
Disability/Access services office	36%	26%	18%	10%	9%
Indigenous Student Center	41%	26%	18%	10%	5%
Center for students from other cultures	32%	23%	18%	13%	13%

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

	Excellent	Very good	Good	Fair	Poor
Library facilities	38%	34%	17%	8%	3%
Graduate student office space	16%	21%	19%	19%	24%
Research laboratories	21%	23%	31%	12%	13%
Health care services	16%	24%	31%	15%	14%
Mental health care services	19%	15%	29%	16%	22%
Child care services	20%	12%	24%	12%	32%
Financial aid office	12%	20%	31%	20%	18%
Career services	12%	22%	29%	20%	17%
Student counseling & resource centre	17%	17%	32%	22%	13%
Academic support services	24%	25%	25%	16%	10%
Athletic facilities	21%	29%	30%	11%	9%
Services to international students attending this university	21%	22%	28%	14%	15%
Services to students from this university studying abroad	31%	22%	25%	10%	12%
Housing assistance	16%	14%	14%	12%	43%
Ombudsperson's office	35%	5%	38%	5%	18%
Public/Campus transportation service	14%	15%	34%	15%	21%
Food services	13%	17%	34%	29%	8%
University bookstore	14%	20%	41%	18%	7%
Student government office	14%	20%	32%	17%	16%
Registrarial processes	15%	27%	34%	16%	8%
Information technology services	19%	28%	33%	15%	5%
Disability/Access services office	30%	22%	22%	13%	13%
Indigenous Student Center	41%	22%	19%	14%	5%
Center for students from other cultures	24%	12%	22%	9%	33%