

Notes for CGPSS-2013

In 2010, two versions of the instrument were used:

1. REGULAR, aimed at students in research-based programs, and
2. PROFESSIONAL, aimed at students in course-based programs

In 2013, a single instrument will be used, but with three different streams built in: LONG, MEDIUM and SHORT

1. The LONG stream consists of 127 questions, formulated for students responding that their program is **“Mostly research-based, and I already have a research director/advisor”**.
2. In the SHORT stream, the wording of seven questions has been adapted to be more specific to **professional programs (“Mainly course-based”)**, and a number of questions are skipped. This brings their questionnaire down to 100 questions.
3. The MEDIUM stream is the stream offered to students that report being in a program **“Mostly research-based, but I still do not have a research director/advisor”**. Essentially, the MEDIUM stream is very similar to the SHORT stream in term of length. This brings their questionnaire down to 108 questions. Except for the wording of a few questions, the only difference with the SHORT stream is the inclusion of two questions about **Research Experience**, and the inclusion of twelve **Professional Skills** questions. (SHORT includes six **Professional Skills** questions.)

SURVEY LOGIC for Assignment of Streams

There are two options for assigning the stream – a new “Thesis” question which the student responds to (required question, at the beginning of the survey), and an uploaded field which can force an override on the stream.

OPTION 1 : Use only the newly formulated "Thesis" question.

Streams will be applied based on the response that the student provides to the first question in the survey. Student response is applied if NO override data has been uploaded.

NEW THESIS QUESTION:

Is your program research-based, under the supervision of a research director/advisor, or is it more course-based with no supervisor formally assigned to you?

1 = Mostly research-based, and I already have a research director/advisor << LONG Stream

2 = Mostly research-based, but I still do not have a research director/advisor << MEDIUM Stream

3 = Mainly course-based << SHORT Stream

Canadian Graduate and Professional Student Survey - 2013

OPTION 2: Override the Thesis response with an optional flag, uploaded with the population file

In the population file, universities have the option to include the field Flag for “IMPOSE_STREAM” field (uploaded field, university-provided) - see accompanying file “CGPSS_2013_Population_File_Template_v2.xlsx”

The IMPOSE_STREAM data will override the student response to the THESIS question. There are 3 options for the IMPOSE_STREAM field:

IMPOSE_STREAM = 1 - Impose SHORT STREAM – force the respondent through the SHORT STREAM questions ... ignore the student response to the THESIS question.

IMPOSE_STREAM = 0 - Impose LONG or MEDIUM – force the respondent through the LONG or MEDIUM questions ...

If THESIS=1 (*Mostly research-based, and I already have a research director / advisor*) THEN Stream = LONG,
ELSE Stream = MEDIUM

IMPOSE_STREAM = NUL (not provided) – NO stream imposed - Use only the student's response to the THESIS question to select proper stream.

GREEN HIGHLIGHTS = PROGRAMMING NOTES

YELLOW HIGHLIGHT = VARIABLES / STREAM SELECTIONS

Canadian Graduate and Professional Student Survey - 2013

[OPENING PAGE]

You are being invited to participate in a survey that asks graduate students about their activities and what they feel they are gaining from their university experiences overall. This survey is being conducted across Canada at many universities. We hope that this study will result in providing improved educational opportunities for you and future students.

If you agree to participate we ask that you complete a web-based survey that will take about 20 minutes to complete (details below). Responses will be logged, such that reminder notices are not sent to those of you who have responded. Your answers will be kept confidential and once the data are returned to your school by the organization running the study, all identifying information such as your name and email address will be removed before any analyses are done.

Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw at any time. If you do not wish to respond to particular questions, please skip over them. If you do not wish to participate, and do not wish to receive a reminder, please respond to your email invitation with 'Do Not Wish to Participate' in the subject line. Completion of the survey indicates your consent to participate in this research. There are no known risks to participating in this research.

If you would like more information about the survey or how the data will be used, please contact [university contact email]. If you need technical support, please contact Support-CGPSS@mosaichosting.ca

This survey will be available for your input until [survey close date]. The survey has multiple pages, and you do not have to complete the survey in one sitting.

Please enter your PIN to begin the survey: _____

(Your Personal Identification Number was sent to you in the email invitation for this survey. To reduce the risk of typing errors, we suggest that you copy your PIN from your invitation email and paste it into the login space above.)

[PAGE BREAK]

THESIS QUESTION – for all respondents – and it will be used to help determine the stream (LONG, MEDIUM, or SHORT) – the STREAM logic also looks at the university-uploaded IMPOSE_STREAM field – see details on previous page

Is your program research-based, under the supervision of a research director/advisor, or is it more course-based with no supervisor formally assigned to you?* << Required

1 = Mostly research-based, and I already have a research director/advisor << LONG (unless override has been uploaded)

2 = Mostly research-based, but I still do not have a research director/advisor << MEDIUM (unless override)

3 = Mainly course-based << SHORT STREAM

Section 1. Educational Status

Q1, Q3, Q5 – display for ALL STREAMS

Q2, Q4 - display EITHER a) OR b) option, depending on STREAM

FOR ALL STREAMS

1. At which degree level are you currently enrolled? (student-provided)

- Master's
- Doctoral

FOR LONG AND MEDIUM STREAMS ONLY

2a. In what disciplinary area are you pursuing your degree? (Select One)

- Humanities
- Fine and Applied Arts
- Social Sciences
- Business/Management
- Education
- Engineering
- Physical and Mathematical Sciences
- Environmental Science
- Biological Science
- Health Science

Note the specific scoring for the choice items for 2b (SHORT) ... the numbers for 2a and 2b will be combined for reporting

FOR SHORT STREAM ONLY

2b. In what disciplinary area are you pursuing your degree? (Select One)

- Business/Management = score as 4
- Education = 5
- Engineering = 6
- Environmental Science = 8
- Health Science = 10
- Library & Information Sciences = 11
- Architecture/Landscape Architecture/Urban Design/Planning = 12
- Journalism = 13
- Public Administration/Public Policy/International Relations = 14
- Social Work = 15
- Law = 16
- Arts & Culture = 17
- Finance/Mathematics/Computing = 18
- Other = 19 (please specify) _____

FOR ALL STREAMS

3. What is your current year of study? (student-provided)

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year
- 6th year or above

FOR MEDIUM AND LONG STREAMS ONLY

4a. What is your current status in your graduate program?

- Still taking courses
- I have completed coursework
- I have passed qualifying exams/paper
- I have had my thesis/dissertation proposal accepted
- I have defended my thesis/dissertation/research paper

FOR SHORT STREAM ONLY

4b. What is your current status in your graduate program?

- Still taking courses
- I have completed coursework

FOR ALL STREAMS

5. Do you expect to graduate by the end of the current academic year?

- Yes
- No

Section 2. General Satisfaction

ALL STREAMS

6. Please select your response to the following questions.

	Definitely	Probably	Maybe	Probably not	Definitely not
1. If you were to start your graduate/professional career again, would you select this same university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If you were to start your graduate/professional career again, would you select the same field of study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Would you recommend this university to someone considering your program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Would you recommend this university to someone in another field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LONG STREAM ONLY

7. Please select your response to the following question.

	Definitely	Probably	Maybe	Probably not	Definitely not
5. If you were to start your graduate career again, would you select the same faculty supervisor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3. Satisfaction with Program, Quality of Interactions, and Coursework

ALL STREAMS

8. Please rate the following dimensions of your program.

	Excellent	Very good	Good	Fair	Poor
1. The intellectual quality of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The intellectual quality of my fellow students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The relationship between faculty and graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Overall quality of graduate level teaching by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Advice on the availability of financial support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Quality of academic advising and guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Helpfulness of staff members in my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Availability of area courses I needed to complete my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Quality of instruction in my courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Relationship of program content to my research/professional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Opportunities for student collaboration or teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Opportunities to take coursework outside my own department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Opportunities to engage in interdisciplinary work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Amount of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4. Professional Skills Development

LONG and MEDIUM STREAMS ONLY

9. How would you rate the quality of the support and training you received in these areas?

	Excellent	Very good	Good	Fair	Poor	Did not participate	Not applicable
1. Courses, workshops, or orientation on teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Advice/workshops on preparing for candidacy examinations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Feedback on your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Advice/workshops on the standards for academic writing in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Advice/workshops on writing grant proposals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Advice/workshops on publishing your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LONG and MEDIUM STREAMS ONLY

10. How would you rate the quality of the support and training you received in these areas?

	Excellent	Very good	Good	Fair	Poor	Did not participate	Not applicable
1. Advice/workshops on career options within academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Advice/workshops on career options outside academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Advice/workshops about research positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Advice/workshops about research ethics in human subject research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Advice/workshops about research ethics in the use of animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Advice on intellectual property issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SHORT STREAM ONLY

11. How would you rate the quality of the support and training you received in these areas?

	Excellent	Very good	Good	Fair	Poor	Did not participate	Not applicable
1. Advice/workshops on the standards for writing in your profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Advice/workshops on career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Advice/workshops on professional ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Advice/workshops on job preparation and professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Opportunities for internships, practicum, and experiential learning as part of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Opportunities for contact (lectures, seminars, discussion) with practicing professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5. Research Experience

ALL STREAMS

12. How would you rate the quality of the support and opportunities you received in these areas?

	Excellent	Very good	Good	Fair	Poor	Did not participate	Not applicable
1. Conducting independent research since starting your graduate program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Training in research methods before beginning your own research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Faculty guidance in formulating a research topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LONG and MEDIUM STREAMS ONLY

13. How would you rate the quality of the support and opportunities you received in these areas?

	Excellent	Very good	Good	Fair	Poor	Did not participate	Not applicable
4. Research collaboration with one or more faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Collaboration with faculty in writing a grant proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6. Presentations and Publications

Custom coding – IF OCCURRED = “Yes” THEN activate ‘NUMBER OF TIMES’ options ; ELSE deactivate ‘NUMBER OF TIMES’ options (grey’d out.)

ALL STREAMS

14. Please select if the following occurs in your department, and the number of times you were involved.

	Occurred?		[If Yes] Number of times you were involved				
	Yes	No	0	1	2	3	4+
1. Seminars/colloquia at which students present their research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Departmental funding for students to attend national or regional meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Attend national scholarly meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LONG STREAM ONLY

15. Please select if the following occurs in your department, and the number of times you were involved.

	Occurred?		[If Yes] Number of times you were involved				
	Yes	No	0	1	2	3	4+
4. Deliver any papers or present a poster at national scholarly meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Co-authored in refereed journals with your program faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Published as sole or first author in a refereed journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7. Advisor and Thesis/Dissertation/Research Paper

THIS ENTIRE SECTION IS LONG STREAM ONLY

16. Thesis/Dissertation advisors engage in a variety of mentoring activities. For each of the following statements, indicate the extent that it DESCRIBES THE BEHAVIOR of your advisor.

	Strongly agree	Agree	Disagree	Strongly disagree
1. My advisor was knowledgeable about formal degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My advisor served as my advocate when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My advisor gave me constructive feedback on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My advisor returned my work promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My advisor promoted my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My advisor overall, performed the role well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My advisor was available for regular meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My advisor was very helpful to me in preparing for written qualifying exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My advisor was very helpful to me in preparing for the oral qualifying exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My advisor was very helpful to me in selecting a dissertation topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My advisor was very helpful to me in writing a dissertation prospectus or proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My advisor was very helpful to me in writing the dissertation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My advisor was very helpful to me in selecting the dissertation committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. On average, how often per month do you meet or communicate with your dissertation advisor about:

	Four or more times (at least once a week)	One to three times (at least once a month)	Less than once a month
1. Your ongoing research and results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Your writing of the dissertation draft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 8. Financial Support – ALL STREAMS

18. Please **check all of the following forms of support you received** while you have been enrolled in your program.

- Federal Granting Council Scholarship/Fellowship
- Provincial Government Scholarship/Fellowship
- Support from a Foreign Government
- External (to university) non-government fellowship
- University funded fellowships
- Graduate research assistantship
- Graduate teaching assistantship
- Other part-time research employment
- Other part-time teaching employment
- Residence Donship
- Full tuition scholarships or waivers
- Partial tuition scholarships or waivers
- Other campus employment
- Off campus employment
- Employee benefit or employer funding
- Loans, savings, or family assistance
- University funded bursary

19. Please estimate the amount of **undergraduate** educational debt, if any, you will have to repay when you have completed your graduate degree here.

- \$0
- \$1 - \$9,999
- \$10,000 - \$19,999
- \$20,000 - \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000 - \$69,999
- \$70,000 - \$79,999
- \$80,000 or more

20. Please estimate the amount of **graduate** educational debt, if any, you will have to repay when you have completed your graduate degree here.

- \$0
- \$1 - \$9,999
- \$10,000 - \$19,999
- \$20,000 - \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000 - \$69,999
- \$70,000 - \$79,999
- \$80,000 or more

Section 9. University Resources and Student Life – ALL STREAMS

21. Please rate the following university resources based on the quality you have experienced while using them. Please answer regarding your most recent year's experience in the graduate school at this university.

	Excellent	Very good	Good	Fair	Poor	Did not participate	Not applicable
1. Library facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Graduate student office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Research laboratories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Health care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Child care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Financial aid office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Career services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Student counseling & resource centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Athletic facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Services to international students attending this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Services to students from this university studying abroad (or preparing to)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Housing assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ombudsperson's office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Public / Campus transportation service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Food services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. University bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Student government office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Registrarial processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Information technology services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Canadian Graduate and Professional Student Survey - 2013

Pull items from previous table and ONLY display the items that were selected on the previous page. Do NOT display the item if they skipped (did not select anything), and do NOT display if they selected "DID NOT PARTICIPATE" or "NOT APPLICABLE"

22. In some universities, resources are offered in multiple locations. To distinguish between resources or services that are offered by a "local office", for example based in a school, department or faculty, as opposed to a "central office" location offering their services campus-wide, please indicate if your rating applies to services received from a "local office" or from a "central office", or applies to both.

Please answer regarding your most recent year's experience in the graduate school at this university.

	Local office	Central office	Both
1. Library facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Graduate student office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Research laboratories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Health care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Child care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Financial aid office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Career services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Student counseling & resource centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Athletic facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Services to international students attending this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Services to students from this university studying abroad (or preparing to)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Housing assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ombudsperson's office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Public / Campus transportation service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Food services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. University bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Student government office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Registrarial processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Information technology services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 10. Social Life – ALL STREAMS

Custom coding – IF FREQUENCY OF OCCURRENCE = “Frequent” or “Occasionally” THEN display ATTENDANCE options ; ELSE deactivate ATTENDANCE options (grey’d out).

23. How often do the following social activities occur on campus, and how often do you attend them?

	Frequency of occurrence of activities?			Frequency of your attendance?		
	Frequent	Occasionally	Never	Frequent	Occasionally	Never
1. Organized university-wide social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Organized social activities within your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Organized social activities within your advisor/research group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Organized social activities within your residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 11. General Assessment – ALL STREAMS

24. Overall, how would you rate the quality of:

	Excellent	Very good	Good	Fair	Poor
1. Your academic experience at this university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Your student life experience at this university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Your graduate/professional program at this university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Your overall experience at this university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Rate the extent to which the following factors are an obstacle to your academic progress.

	Not an obstacle	A minor obstacle	A major obstacle
1. Work/financial commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Family obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Availability of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Program structure or requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Course scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Immigration laws or regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 12. Personal Demographics – ALL STREAMS

26. Gender (student-provided)

- Male
- Female

27. Age

- 20 or younger
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- over 45

28. Which of the following housing situations best describes your CURRENT residence?

- On-campus student housing (no resident assistant/dorm responsibilities)
- On-campus student housing (with resident assistant/dorm responsibilities)
- Off-campus housing owned by this university
- Off-campus housing not owned by this university

29. What is your marital status?

- Not married
- Married
- Divorced
- Separated
- Widowed
- With domestic partner

30. How many, if any, children do you have? **NOTE THE SCORING.**

- None/Not applicable = 0
- 1 child = 1
- 2 children = 2
- 3 children = 3
- 4 or more = 4

31. What is your present citizenship status?

- Canadian Citizen
- Canadian Permanent Resident
- Citizen of another country with a student visa or other nonimmigrant visa
Please specify country: _____

32. Please indicate whether you consider yourself to be a member of one or more of the following visible minority groups:

- Black (e.g. African, African American, African Canadian, Caribbean)
- East Asian (e.g. Chinese, Japanese, Korean, Polynesian)
- South Asian (e.g. Indian, Pakistani, Sri Lankan, Bangladeshi)
- Southeast Asian (e.g. Burmese, Cambodian, Filipino, Laotian, Malaysian, Thai, Vietnamese)
- West Asian (e.g. Arabian, Armenian, Iranian, Israeli, Lebanese, Palestinian, Syrian, Turkish)
- Latin American (e.g. Mexican, indigenous Central and South American)
- Mixed origin, please specify: _____
- None

33. Do you self-identify with, or have ancestry as an Aboriginal person (status or non-status Indian, Métis or Inuit)?

- Yes
- No

34. Are there any additional comments you would like to add about your graduate student experience at this university?

[page break]

[CLOSING SCREEN]

Thank you for your participation in this important research.

All your answers will remain confidential, and any information that identifies you will not be shared with anyone. The responses you provide will be used to help improve your alma mater and the university sector overall, and when survey results are reported, your answers will be combined with the answers of others so that you cannot be identified.

Please click the "**Survey completed, I submit my responses**" button (below) to complete your survey.

[END]