

2019 Canadian Graduate and Professional Student Survey Summary of Results

Prepared by the Office of Institutional Analysis

Introduction

The CGPSS was administered in the Winter 2019 term to all registered graduate students excluding those in their first semester of graduate studies. A survey link was emailed to 390 doctoral students, 776 students in research master's and 2872 in professional master's programs. A list of the programs in the research and professional master's streams and the distribution of respondents by level of study and faculty are included for reference at the end of the report.

The overall response rate was 35%, up slightly from the 2016 CGPSS rate of 32%. The highest number of responses comes from professional master's students (885 or 61.9% of all survey participants), followed by research master's (366 or 25.6% of participants) then doctoral students (178 or 12.5% of participants). By level of study, the response rates for doctoral, research master's and professional master's were 46%, 47% and 31% correspondingly. The margin of error is 3% for professional Master's, 4% for research master's and 5% for doctoral responses (95% confidence level).

Nearly two-thirds (65%) of professional master's respondents are international students compared to 27% of research master's and doctoral students. Overall, 51% of respondents are international compared to 41% in the 2016 CGPSS. More than half of research master's (53%) and doctoral (57%) respondents are previous UWindsor graduates in comparison with only 29% of professional master's respondents. Almost all (97%) respondents were living off campus in non-university housing.

Nearly 5% of respondents self-identified as having a disability. Of them, 94% were Canadian. Half of those with a disability said it was mental health related. About six in ten (59%) were satisfied with the university's and their graduate program's efforts to accommodate their disability or impairment.

Overall Satisfaction

In response to the three survey questions that summarize satisfaction with their overall experience at university, about 8 in 10 UWindsor respondents gave positive ratings. Figures 1, 2 and 3 each show that generally, professional master's students are less satisfied than their research master's and doctoral counterparts at UWindsor.

As well, UWindsor professional master's students gave considerably less favourable responses than their peers in professional master's programs in the Ontario system. For example, 76% of UWindsor respondents in professional master's programs rated the quality of their academic experience in graduate school as excellent, very good or good compared to 88% of professional master's students in Ontario (Figure 3).

General satisfaction ratings for professional master's have dropped somewhat over the 2016 CGPSS. Three-quarters of those in professional master's programs said the quality of both their overall experience and academic experience was excellent, very good or good compared to over 80% in 2016.

While UWindsor research master's and doctoral respondents gave positive ratings that are comparable to those in the Ontario university system, as in previous CGPSS administrations, there continues to be a notable difference between UWindsor ratings for the two most positive response options (excellent/very good or definitely/probably). (Figures 1, 2 and 3).

More than 8 in 10 doctoral (84%) and research master's (85%) students rated the quality of their academic experience as excellent, very good or good. Both these streams reported slightly improved ratings from 2016 when 81% of doctoral and 82% of research master's responded similarly.

Figure 1:

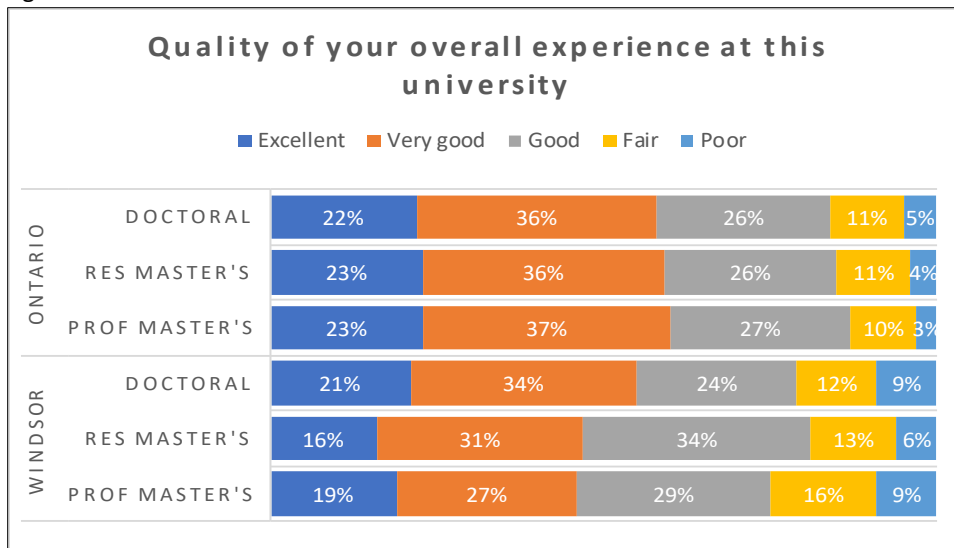


Figure 2:

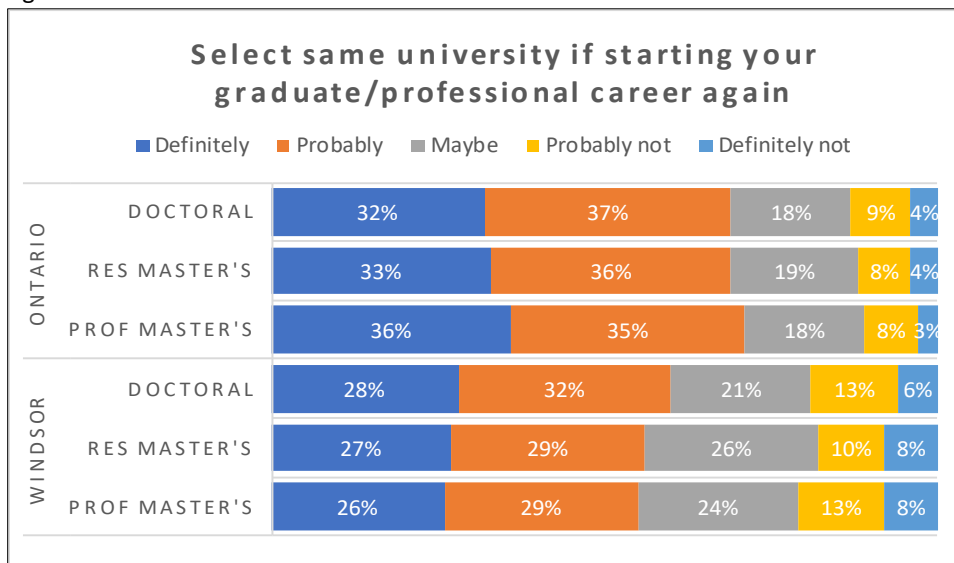
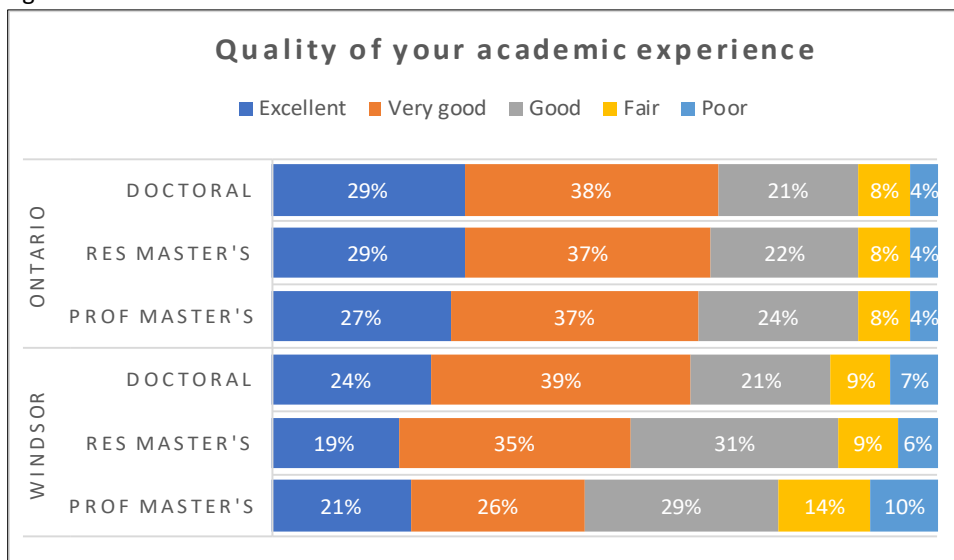


Figure 3:



Program Satisfaction

Seventy-five percent of UWindsor students surveyed said the quality of their graduate or professional program was either excellent, very good or good and 83% would likely recommend (definitely/probably/maybe) UWindsor to someone considering their program.

Doctoral students were the most satisfied with 61% saying the quality was excellent or very good and 66% likely (definitely/probably) to recommend UWindsor to someone considering their program. Despite just 45% of professional master's respondents giving high marks for the quality of their program, more than 6 in 10 (64%) would either definitely or probably recommend it. (Figures 4 and 5).

Figure 4:

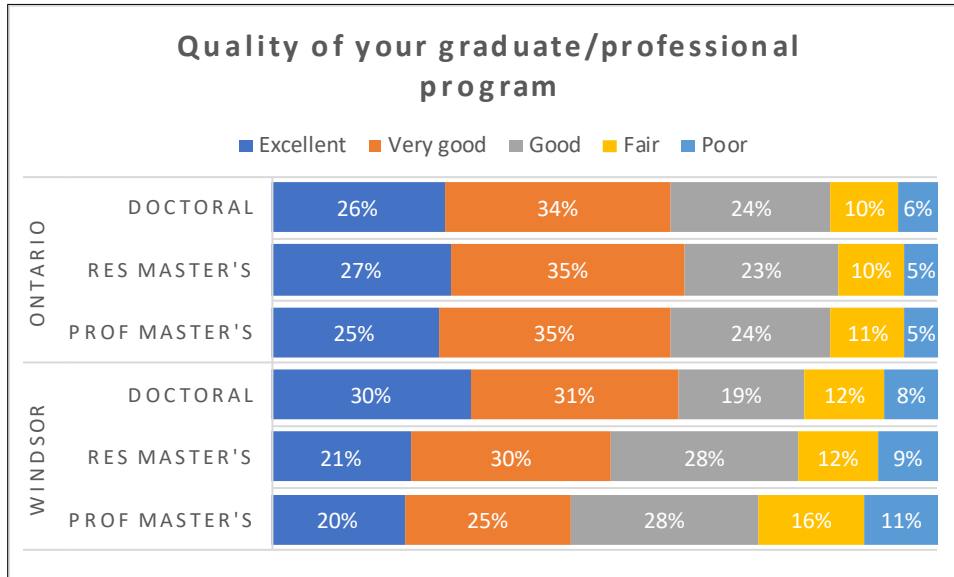
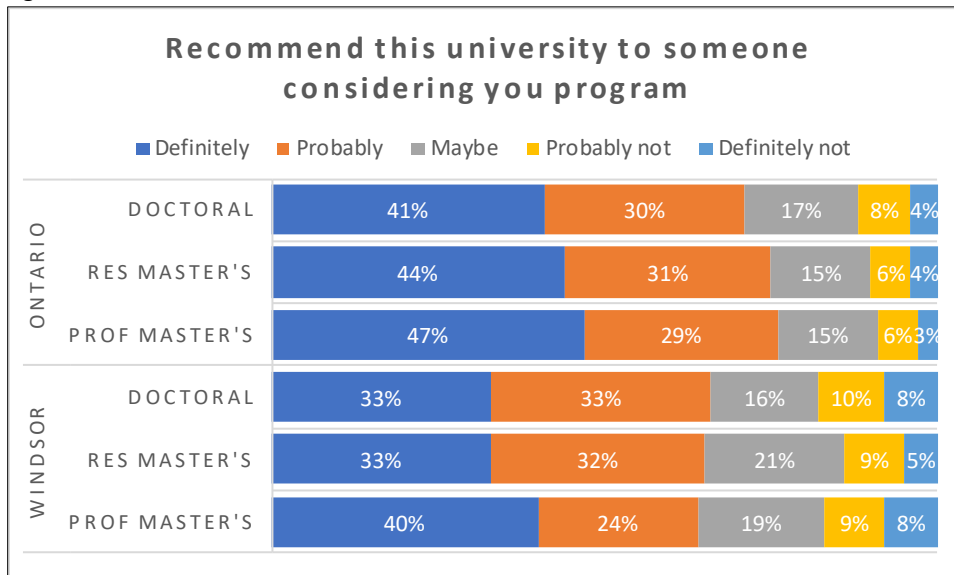


Figure 5:



Overall, 8 in 10 UWindsor respondents gave good or better ratings for both the quality of teaching (79%) and their relationships with faculty (80%). Research master’s students were the most satisfied with the quality of teaching by the faculty in their program with 85% responding excellent, very good or good. (Figure 6).

Figure 6:

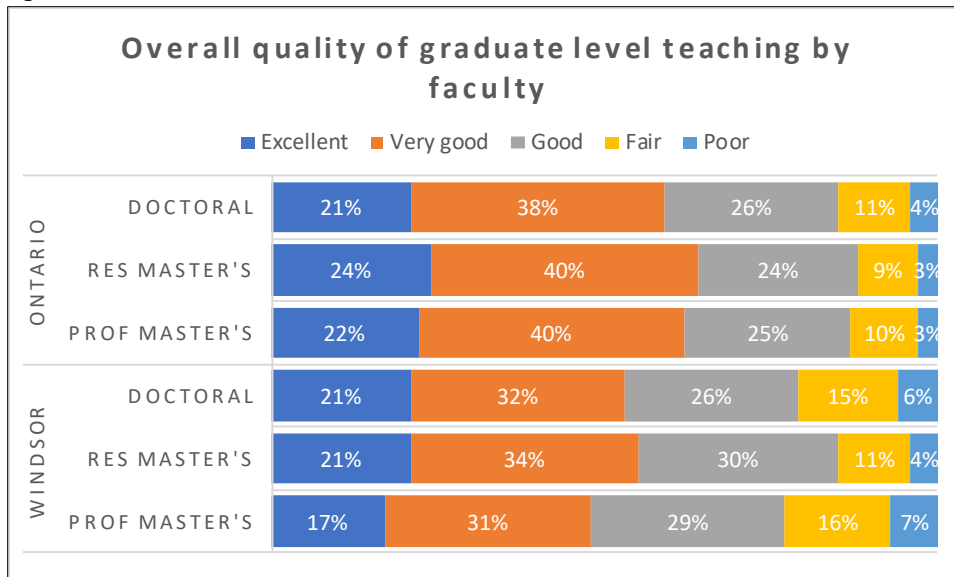
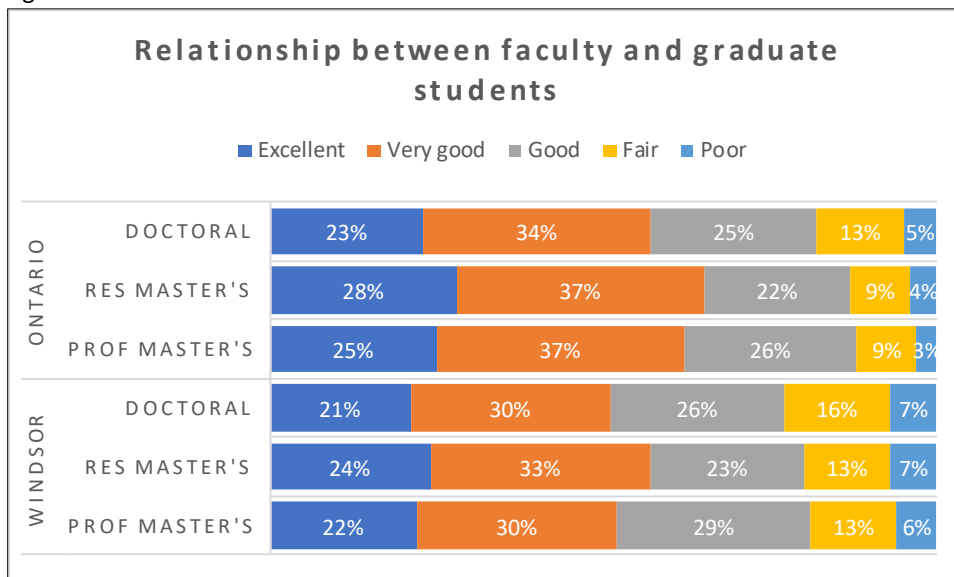


Figure 7:



UWindsor professional master’s students surveyed were less satisfied than their research master’s and doctoral counterparts with the support they received from non-academic staff. More than one-quarter said the quality of support was either fair or poor. (Figure 8).

The percentage of Doctoral respondents who were satisfied with the quality of academic advising and guidance has increased to 76% from 69% in the 2016 CGPSS. Consistent with the Ontario system, UWindsor professional master’s respondents were the least satisfied with the academic advising and guidance they received. (Figure 9).

Figure 8:

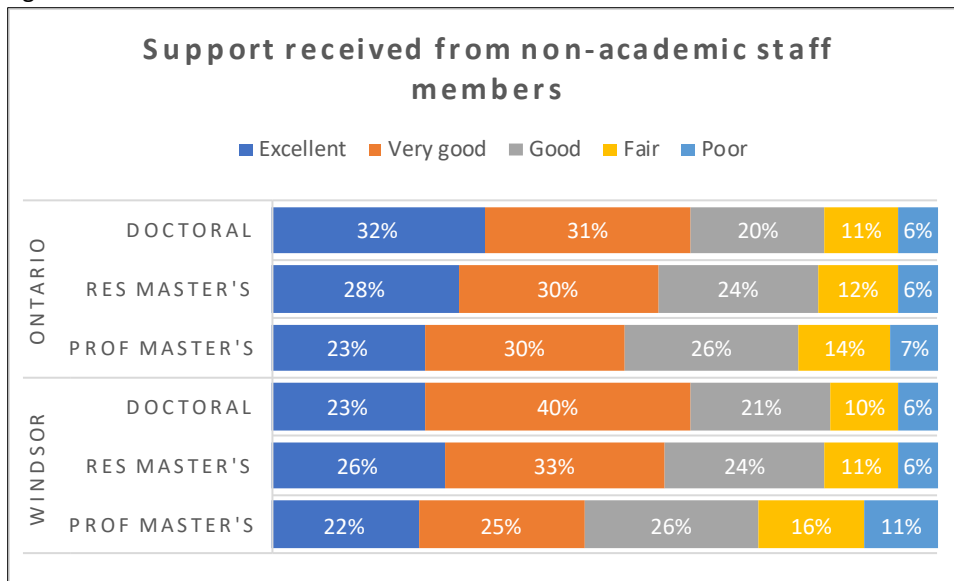
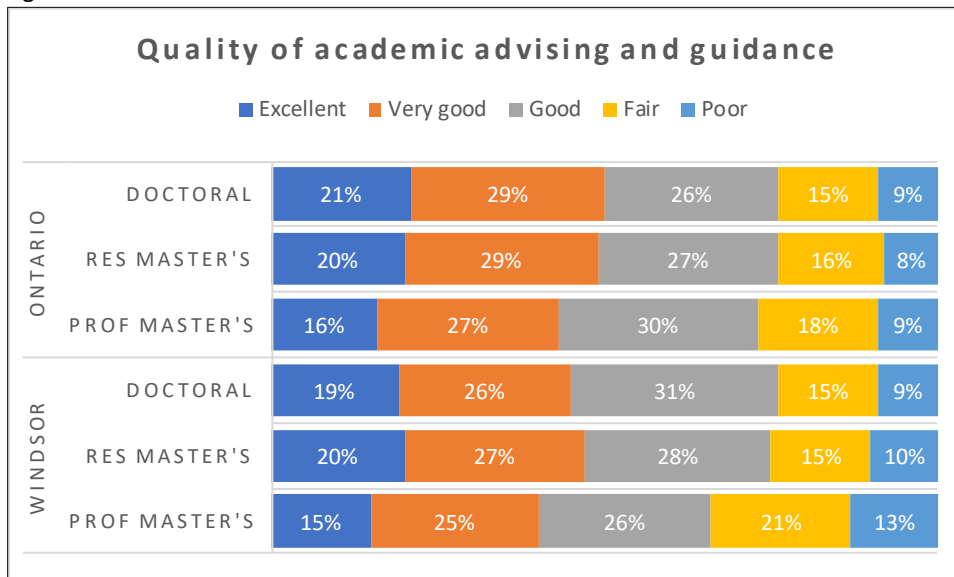


Figure 9:



More than one-fifth of professional and research master’s students surveyed gave a fair or poor grade when asked how the content of their program related to their research or professional goals. (Figure 10).

Figure 11 shows that about one-third (34%) of UWindsor students in research master’s programs were dissatisfied with the availability of area courses needed to graduate. Nearly 4 in 10 research master’s and doctoral and half of professional master’s respondents said course scheduling was an obstacle to their academic progress. (Figure 12).

Figure 10:

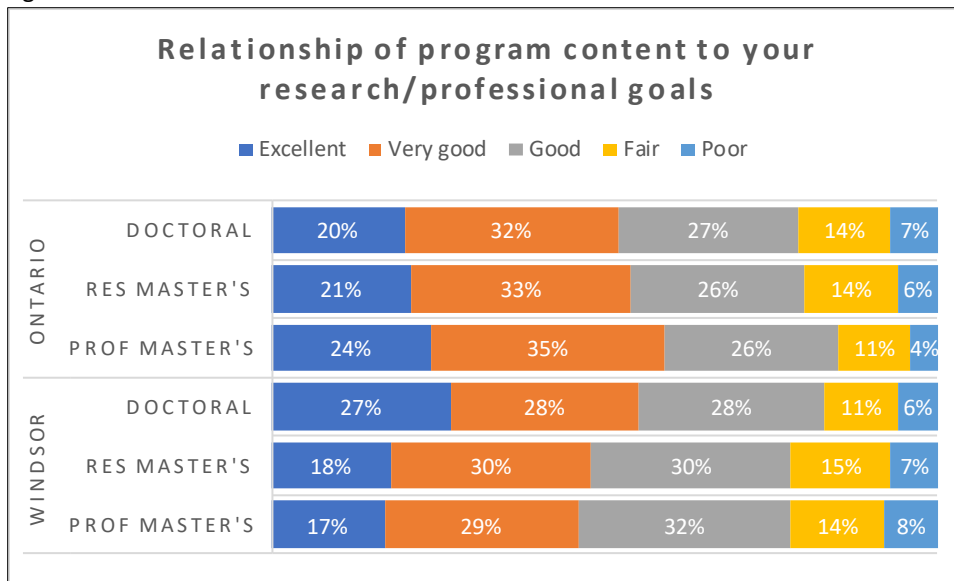
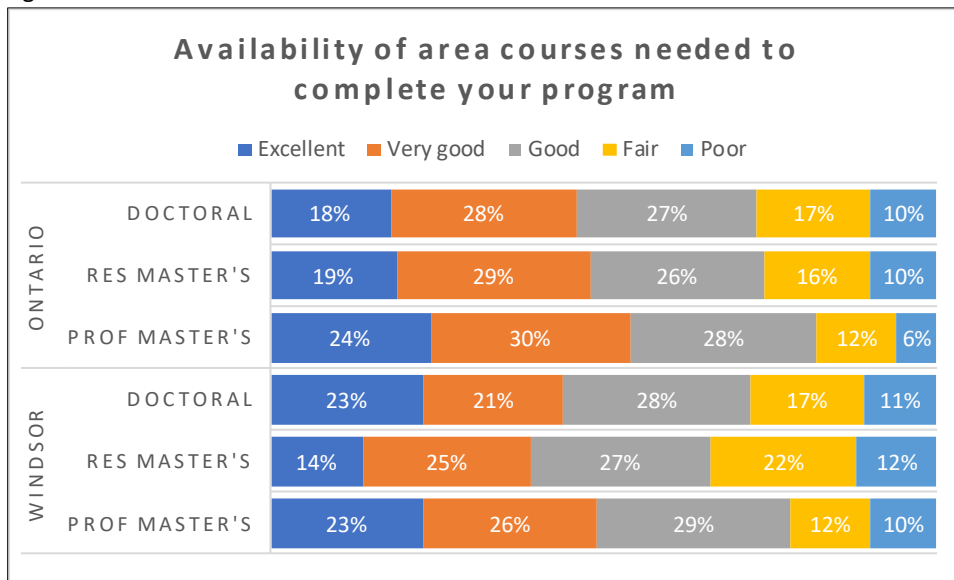


Figure 11:



Other notable program related obstacles to academic progress cited by respondents were program structure and availability of faculty. One fifth of professional master’s surveyed said program structure was a major obstacle. (Figure 12).

As in past CGPSS surveys, satisfaction with advisors continues to be very high with 90% or more doctoral and research master’s students surveyed saying their advisor was available for regular meetings, gave constructive feedback and was knowledgeable about formal degree requirements. (Figure 13).

Figure 12:

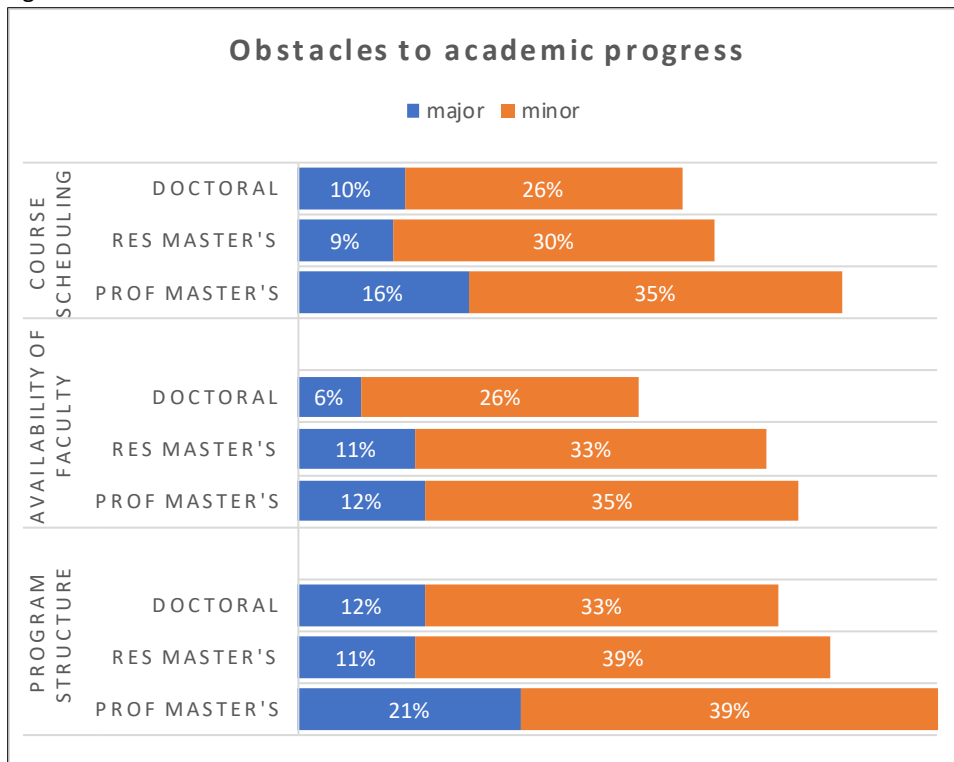
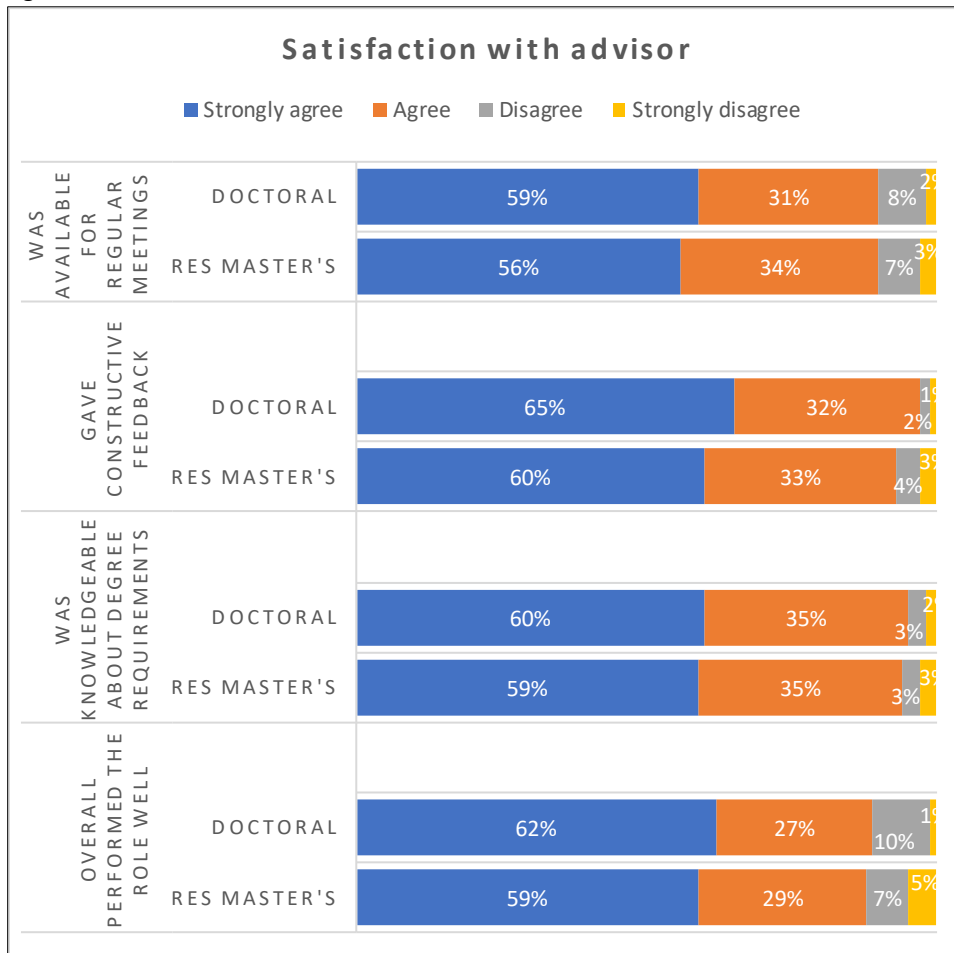


Figure 13:



Professional Skills Development and Research Experience

Overall more two-thirds of UWindsor respondents described internships, practicum and experiential learning opportunities as part of their program as either excellent, very good or good. When compared with the Ontario system, both research master's and doctoral students surveyed reported notably more opportunities for these high impact practices. (Figure 14).

Figure 14:

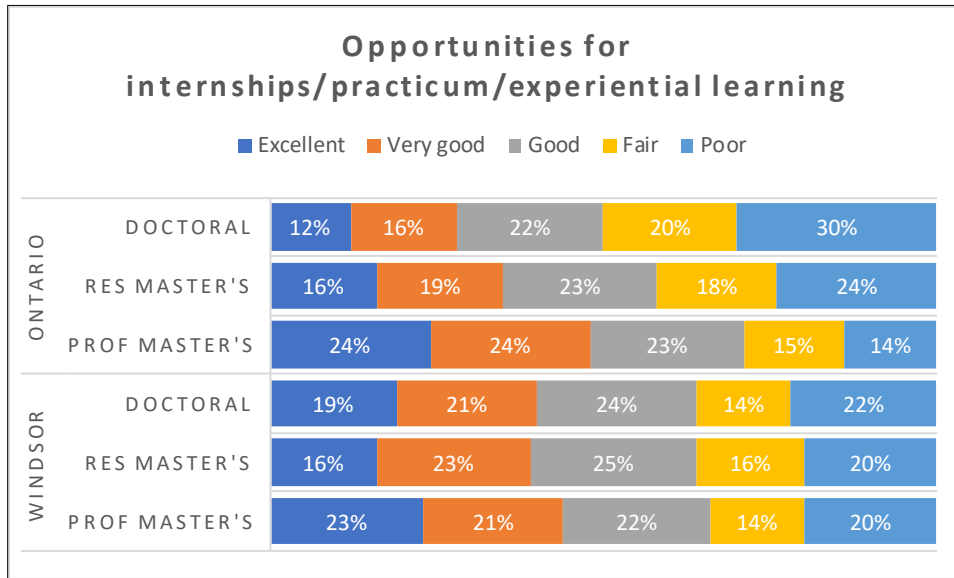


Figure 15 shows that more than one-third (35%) of respondents in research master's programs were disappointed with opportunities in their program for contact with practicing professionals, including lectures, seminars or discussions.

Figure 15:



Professional master’s students were the most satisfied with their programs’ training and support for job preparation and professional practice; nearly three-quarters (74%) of professional master’s students surveyed said the advice, workshops or tools they experienced were either excellent, very good or good. (Figure 16).

Figure 16:

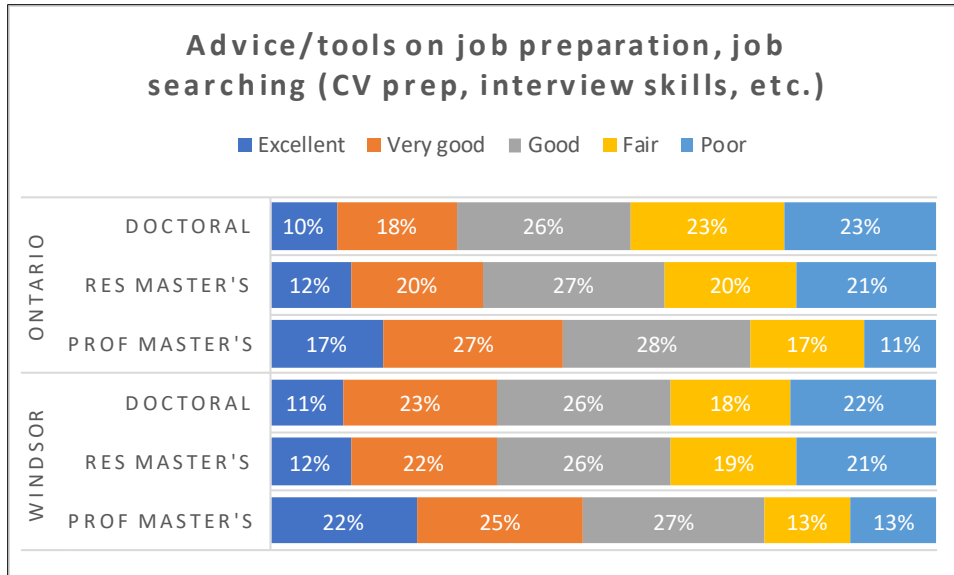
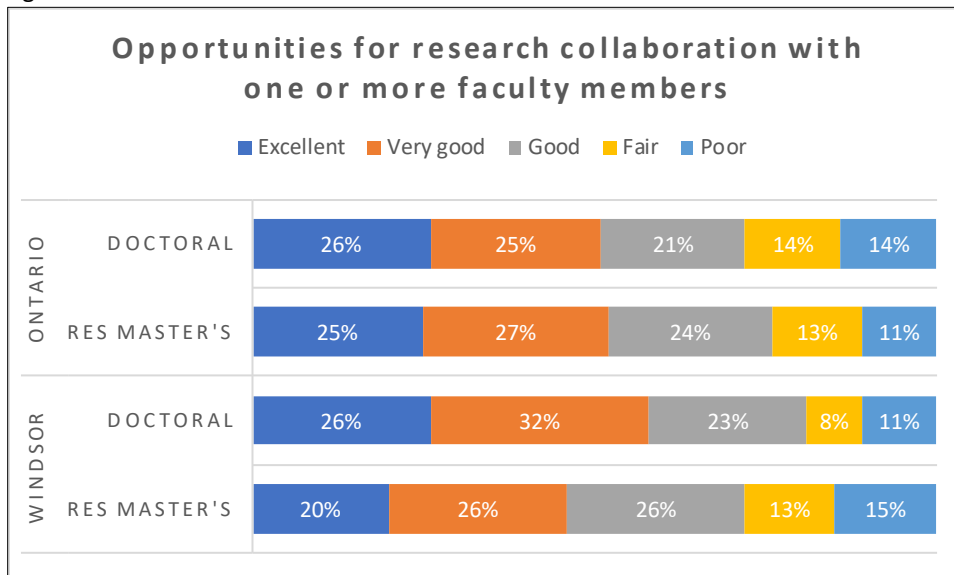


Figure 17 shows that about 8 in 10 doctoral students surveyed were happy with opportunities in their program to collaborate on research with faculty members, including 58% who were very satisfied.

Figure 17:



Financial Support

Regardless of level of study, respondents agreed that financial pressures were the greatest obstacle to academic progress. Three-quarters of respondents overall were concerned with finances including 37% who said it was a major obstacle. Four in ten master’s respondents described work commitments as a major obstacle as well. (Figure 18). Nearly 7 in 10 (69%) professional and 53% of research master’s students surveys claimed to work more than ten hours

on average, each week doing paid work with little or no connection to their studies or research. Despite concerns with financial pressures and work commitments, more than half (54%) reported no interaction with the financial aid office.

Figure 18:

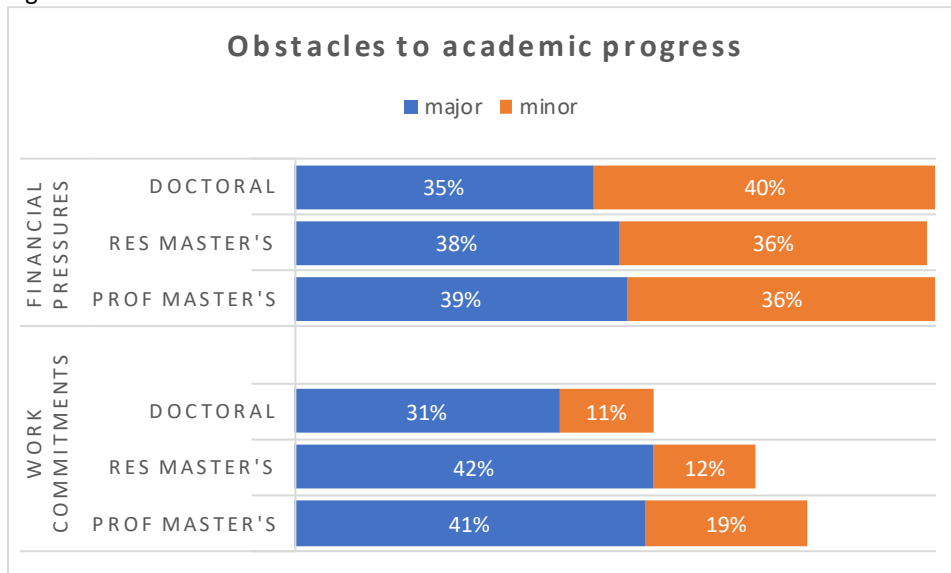
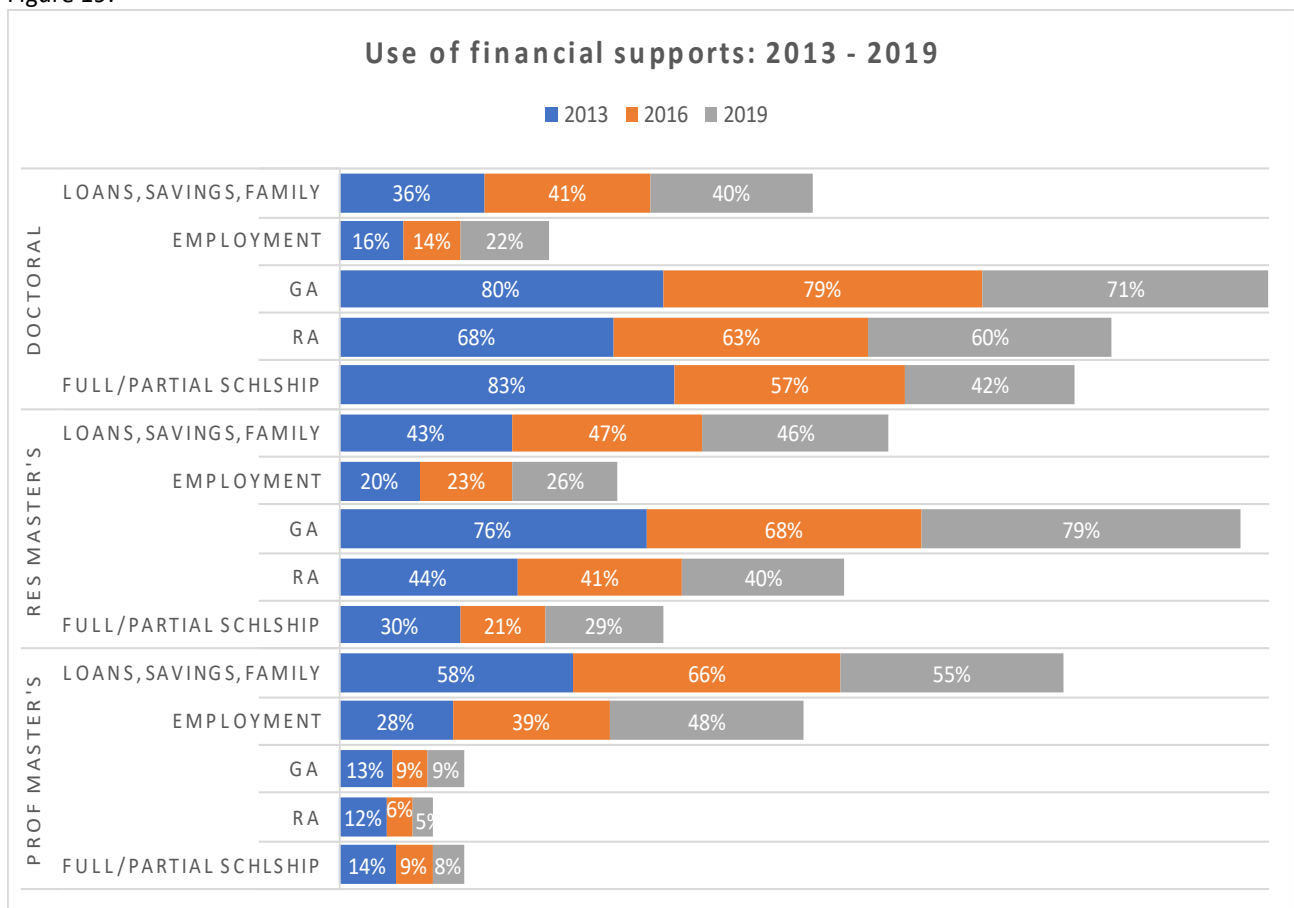


Figure 19 shows the variety of financial supports UWindsor respondents have used while enrolled in their program. Reliance on employment for professional master's respondents has increased steadily since the 2013 CGPS. The percentage of both graduate research and teaching assistantships has decreased for doctoral respondents.

Figure 19:



Nearly three-quarters of professional master’s respondents will graduate with at least some debt. Of the 52% of doctoral who will have repayable debt when they complete their degree, the average amount they expect to owe is \$39,330. (Table 1).

Table 1:

	% with debt	Average debt
Doctoral	52%	\$39,330
Research master’s	64%	\$20,690
Professional master’s	74%	\$26,960

Satisfaction with University Resources

Students were asked to rate their experience with various university resources. The percentages shown are based on those who have used the service or facility during their graduate program. Figures 20 and 21 show that respondents were the most satisfied with the library facilities and academic support services and least satisfied with registrarial services and processes. For each level of study, respondents rated the quality of registrarial processes notably lower than in the 2016 CGPSS. This may be due to the launch of the new student system in the 2018-2019 academic year.

Figure 20:

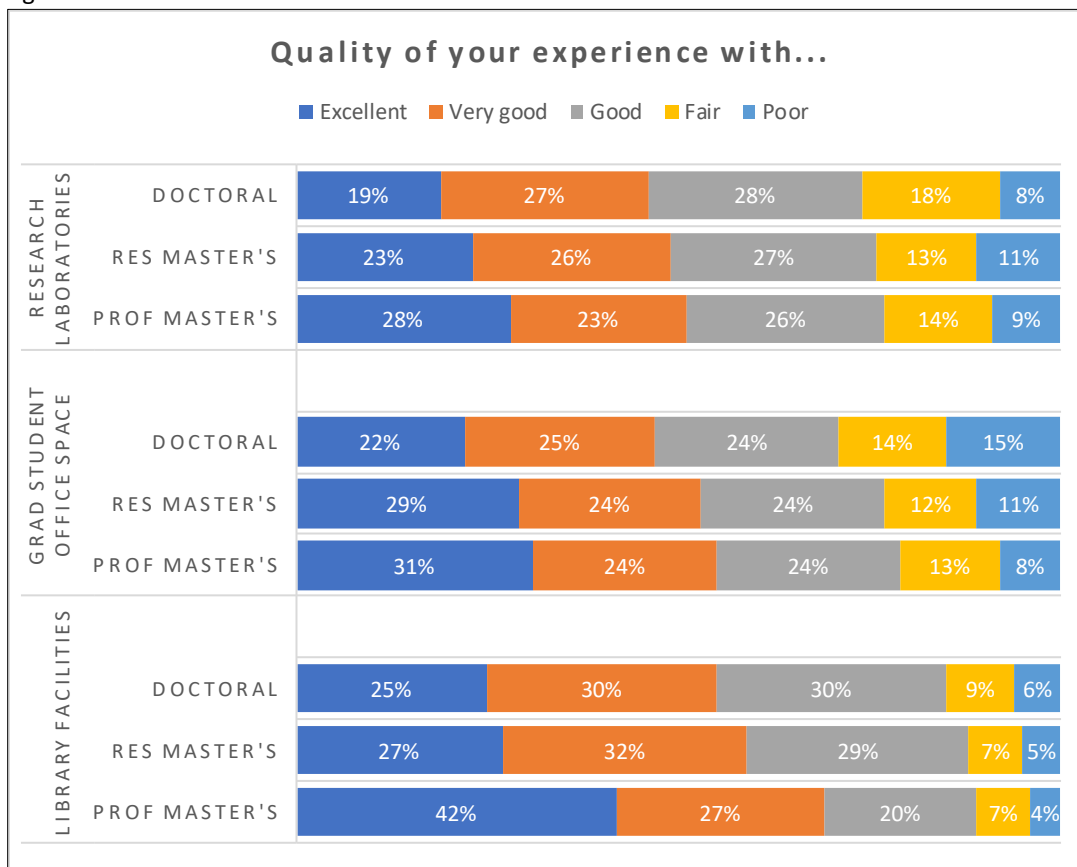
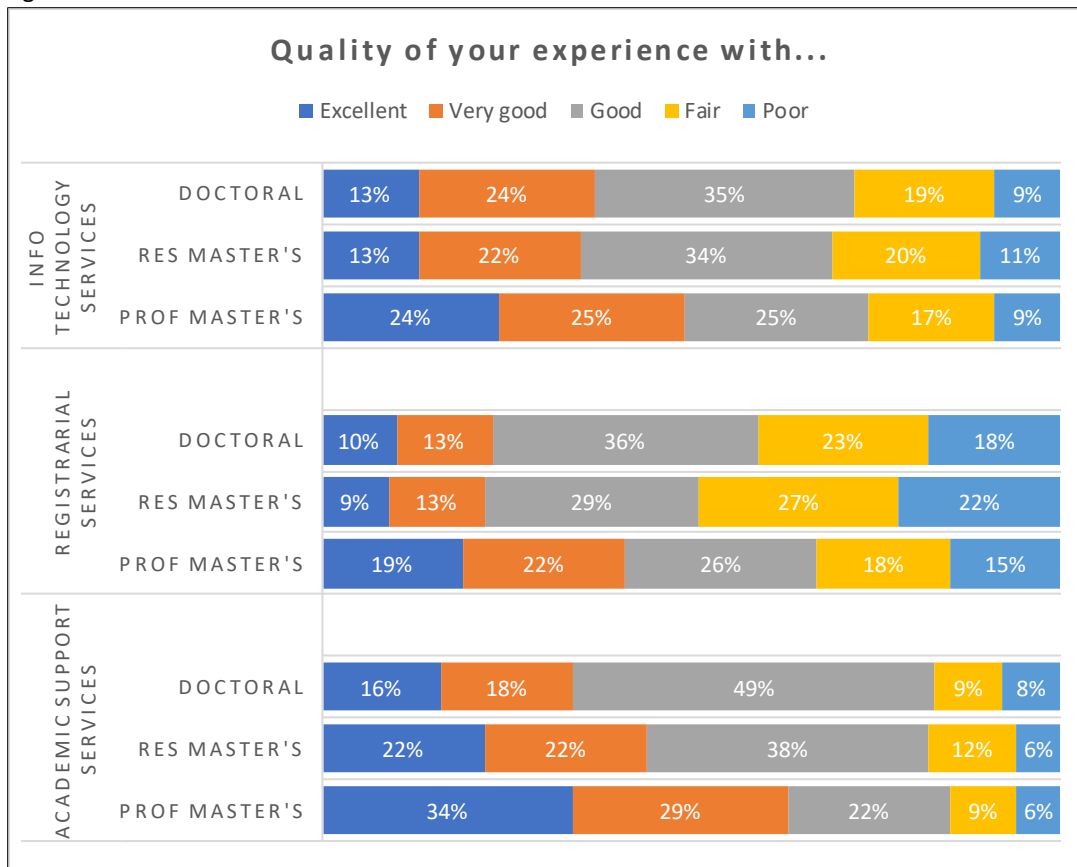


Figure 21:



Professional and Research Master's Groupings

Faculty	Professional Master's	Research Master's
Business	M.B.A., M.M.	-
Education	M.Ed. Course based	M.Ed. Thesis
Engineering	M.Eng	M.App.Sc.
FAHSS	M.S.W., M.S.W./JD	M.A., M.F.A
Human Kinetics	-	M.H.K.
Law	-	LLM
Nursing	M.N., Graduate Diploma	M.Sc.N.
Science	M.AC.Sc., M.A.C, Medical Biotechnology, Applied Economics & Policy	M.Sc.

Distribution of responses by Level of Study and Faculty

	FAHSS	Business	Education	Engineering	Human Kinetics	Nursing	Science
Professional Master's	22%	16%	2%	40%	0%	6%	14%
Research Master's	24%	0%	8%	27%	10%	4%	27%
Doctoral	34%	0%	6%	31%	4%	2%	23%

Note that respondents from LAW were less than 1% of the research master's group.