

# 2022 Canadian Graduate and Professional Student Survey Summary of Results

## Introduction

The CGPSS was administered in the Winter 2022 term to all registered graduate students excluding those in their first semester of graduate studies. A survey link was emailed to 424 doctoral students, 720 students in research master's and 3794 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 38.8%, up slightly from the 2019 CGPSS rate of 35.4% and the 2016 rate of 32%. The highest number of responses comes from professional master's students (1359 or 70.8% of all survey participants), followed by research master's (348 or 18.1% of participants) then doctoral students (211 or 11% of participants). By level of study, the response rates for doctoral, research master's and professional master's were 49.8%, 48.3% and 35.8% respectively. The margin of error is 2.1% for professional master's, 3.8% for research master's and 4.8% for doctoral responses (95% confidence level).

Nearly three-quarters (74%) of professional master's respondents are international students compared to 40% of research master's and 34% of doctoral students. Overall, 63% of respondents are international compared to 51% in the 2019 CGPSS and 41% in 2016. Just over half of doctoral respondents (51%) are previous UWindsor graduates in comparison with 44% of research master's and only 11% of professional master's respondents. Almost all (95%) respondents were living off campus in non-university housing at the time the survey was taken.

When asked whether they self-identified as having a disability or impairment, 17.5% of respondents who answered the question said yes compared to only 5% in the 2019 survey. A disproportionately larger number of Canadians identified with a disability /impairment (35%) compared with international respondents (5.5%). Taken together, more than two-thirds of those with a disability (68.1%) said it was mental health related followed by 20% who said the disability/impairment was learning or neurodevelopmental. About six in ten (61.9%) were satisfied with the university's as well as their graduate program's efforts to accommodate their disability or impairment.

When asked whether the COVID-19 pandemic had delayed the progression of their program/studies, about half of doctoral respondents said yes (50.7%), followed by 44.3% of research master's and 22.7% of professional master's participants. Master's respondents reported delays of one or two terms (69.7% of research master's and 85.5% of professional master's). Nearly 6 in 10 doctoral students (57.9%) said their studies were delayed by 2 or 3 terms. The delays were mostly due to changes to the timeline for data collection for doctoral (42.9%) and research master's (38.6%) and the inability to secure a travel visa for 21% of professional master's respondents.

## Overall Satisfaction

In response to each of the three survey questions that summarize satisfaction with their overall university experience, just over 8 in 10 UWindsor respondents gave positive ratings. Figures 1, 2 and 3 highlight that generally, doctoral students were less satisfied than their research and professional master's counterparts at UWindsor. Notably since the 2019 CGPSS, professional master's respondents report increasing general satisfaction with their educational experience in graduate school while the satisfaction of doctoral students has declined somewhat (Table 1):

Table 1:

		Doctoral		Res Master's		Prof Master's	
		2022	2019	2022	2019	2022	2019
Quality of overall experience	% excellent/very good/good	75%	79%	82%	81%	82%	75%
Quality of academic experience	% excellent/very good/good	78%	84%	86%	85%	85%	76%
Select UWindsor if starting over	% definitely/probably/maybe	77%	81%	82%	82%	86%	79%

As well, UWindsor doctoral respondents gave considerably less favourable responses than their peers in doctoral programs in the Ontario system. For example, 78% of UWindsor doctoral students surveyed rated the quality of their academic experience in graduate school as excellent, very good or good compared to 87% of doctoral respondents in Ontario (Figure 3).

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

Figure 1:

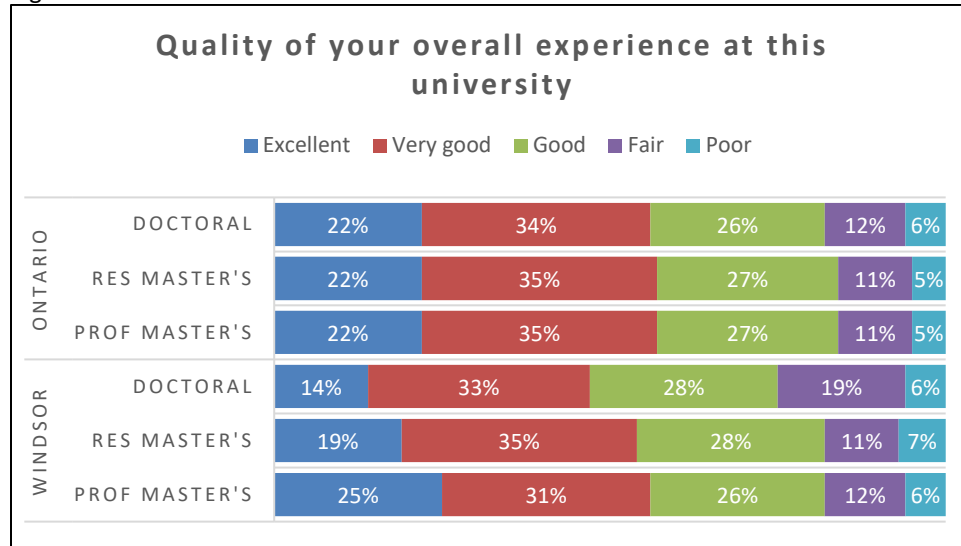


Figure 2:

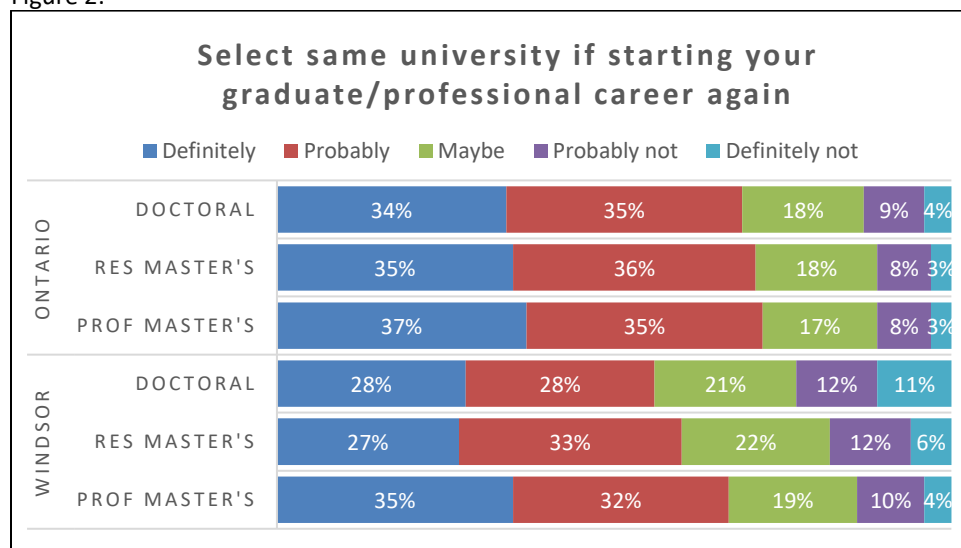
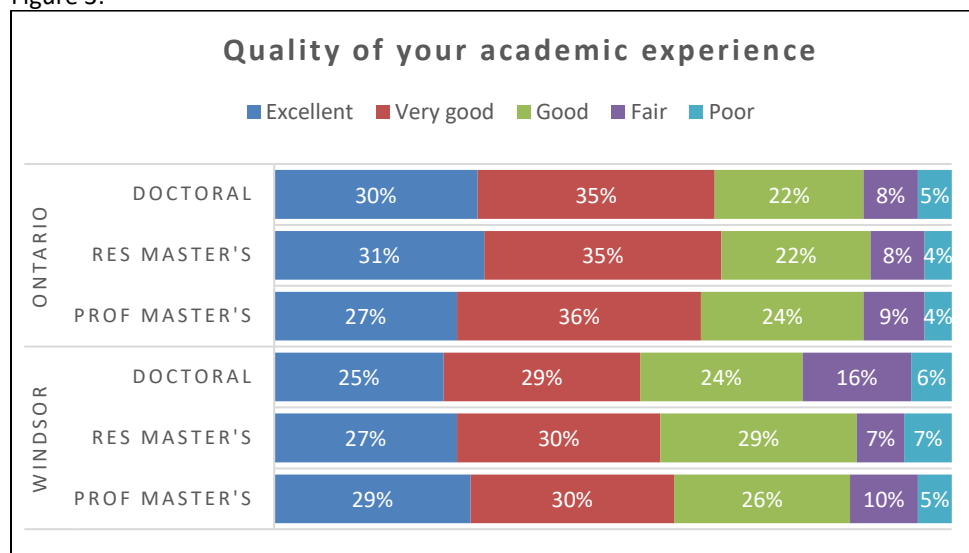


Figure 3:



### Program Satisfaction

Eighty-one percent of UWindsor students surveyed said the quality of their graduate or professional program was either excellent, very good or good (75% in 2019) and 87% would likely recommend (definitely/probably/maybe) UWindsor to someone considering their program (83% in 2019). Both measures of program satisfaction have improved since the 2019 survey largely driven by the more positive views of professional master's and to a lesser extent, research master's respondents.

Doctoral students were the least satisfied with half saying the quality of their program was excellent or very good and 58% very likely (definitely/probably) to recommend UWindsor to someone considering their program. Despite 57% of professional master's respondents giving high marks for the quality of their program (excellent/very good), nearly three-quarters (74%) would either definitely or probably recommend it. (Figures 4 and 5).

Figure 4:

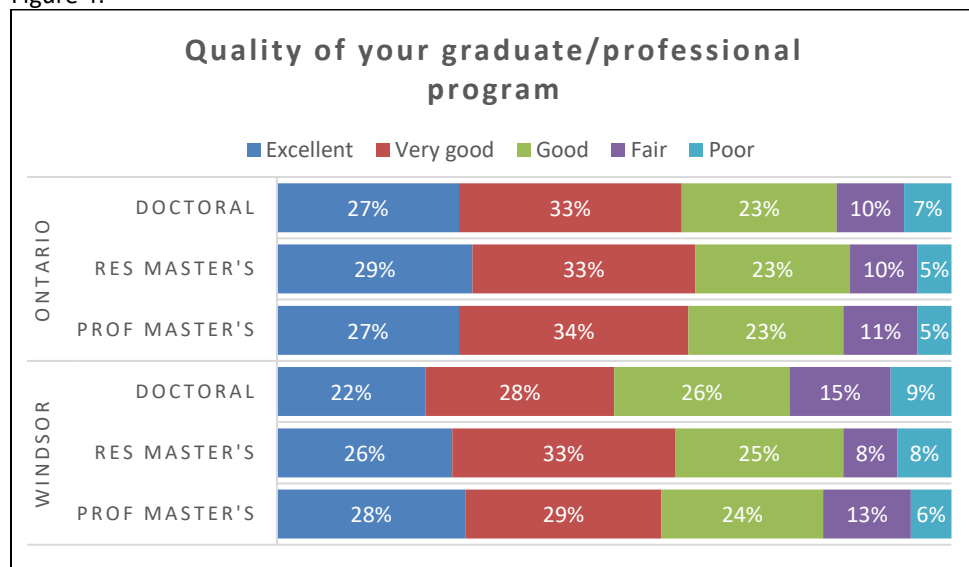
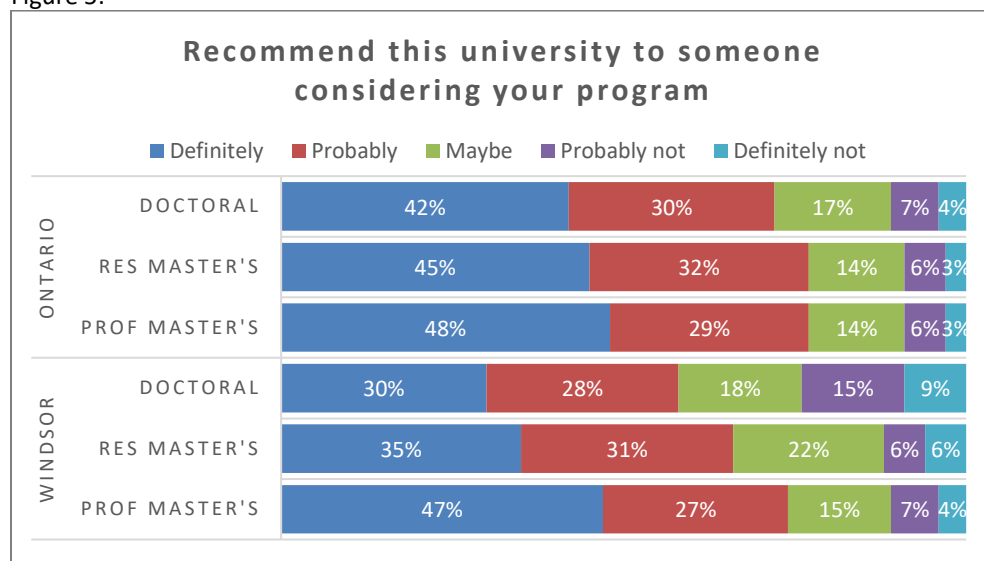
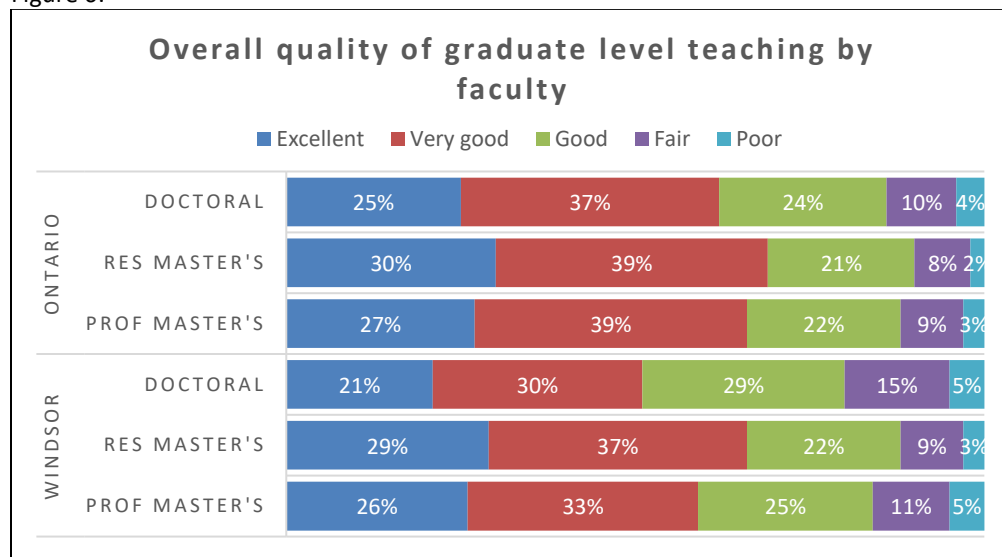


Figure 5:



Overall, more than 8 in 10 UWindsor respondents gave good or better ratings for both the quality of teaching (84%) and their relationships with faculty (84%). Consistent with the 2019 CGPSS, of those surveyed, research master's students reported the highest satisfaction with the quality of teaching by the faculty in their program with 88% responding excellent, very good or good, up from 85% in 2019. (Figure 6).

Figure 6:



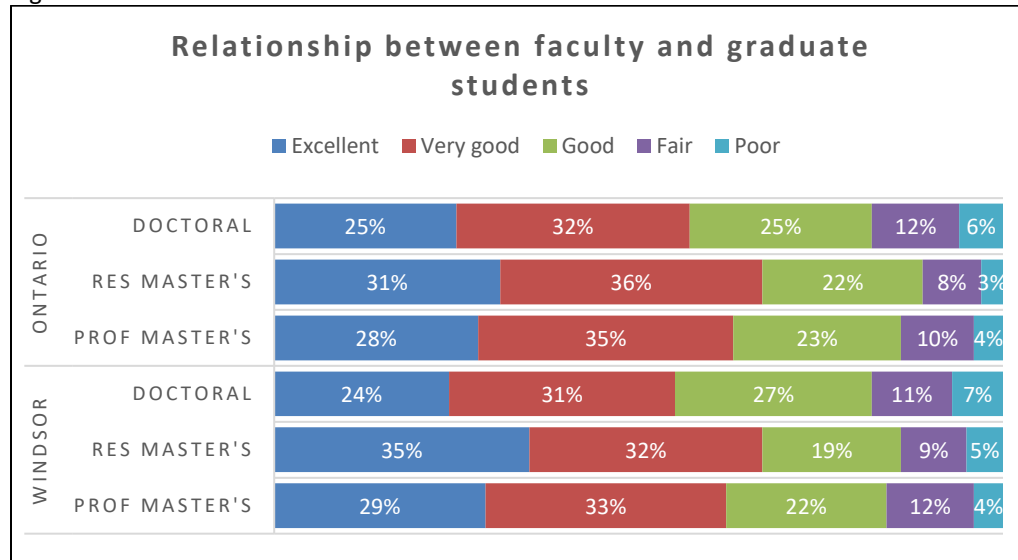
For all levels of study, respondents gave more positive ratings for the quality of their relationships with faculty in their program than those surveyed in 2019, notably for the two most positive response options (Table 2):

Table 2:

		Doctoral		Res Master's		Prof Master's	
		2022	2019	2022	2019	2022	2019
Relationship between faculty and grad students	% excellent/very good	55%	51%	67%	57%	62%	52%

Figure 7 shows similar levels of satisfaction with faculty in their program between UWindsor and other Ontario university students surveyed.

Figure 7:



Overall, just over 8 in 10 respondents were satisfied with the support received from non-academic staff in their program including 56% who said the support was excellent or very good. Figure 8 shows that the results by level of study are consistent with the Ontario system. Non-academic staff are described as department/program administrative staff and tech support.

The percentage of doctoral respondents who were satisfied with the quality of academic advising and guidance has steadily increased from the 2016 CGPSS; from 69% in 2016, 76% in 2019 to 80% in 2022. As well, professional master's students surveyed in 2022 were markedly more satisfied with academic advising than reported in 2019 (66% in 2019 compared to 78% in 2022). (Figure 9).

Figure 8:

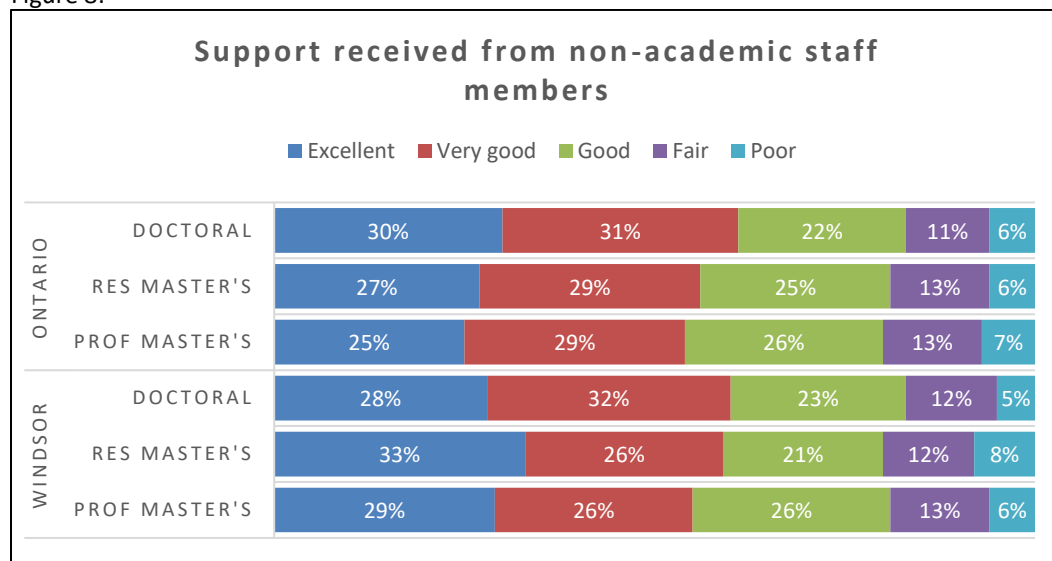
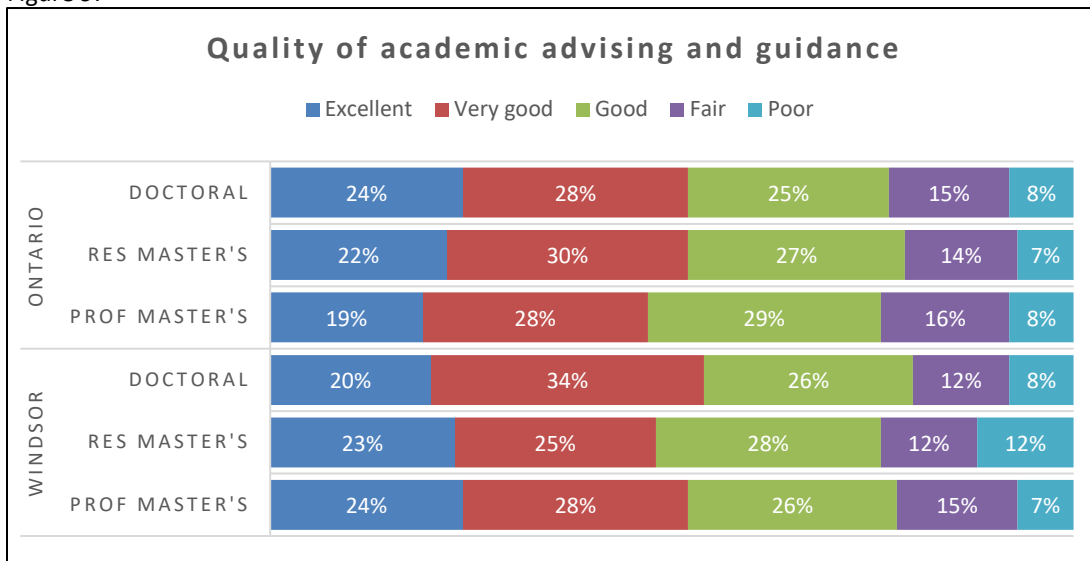


Figure 9:



For all three levels of study, at least 8 in 10 said the relationship between their program and research/professional goals was either excellent, very good or good. This is consistent with their peers in the Ontario system. (Figure 10).

Figure 10:

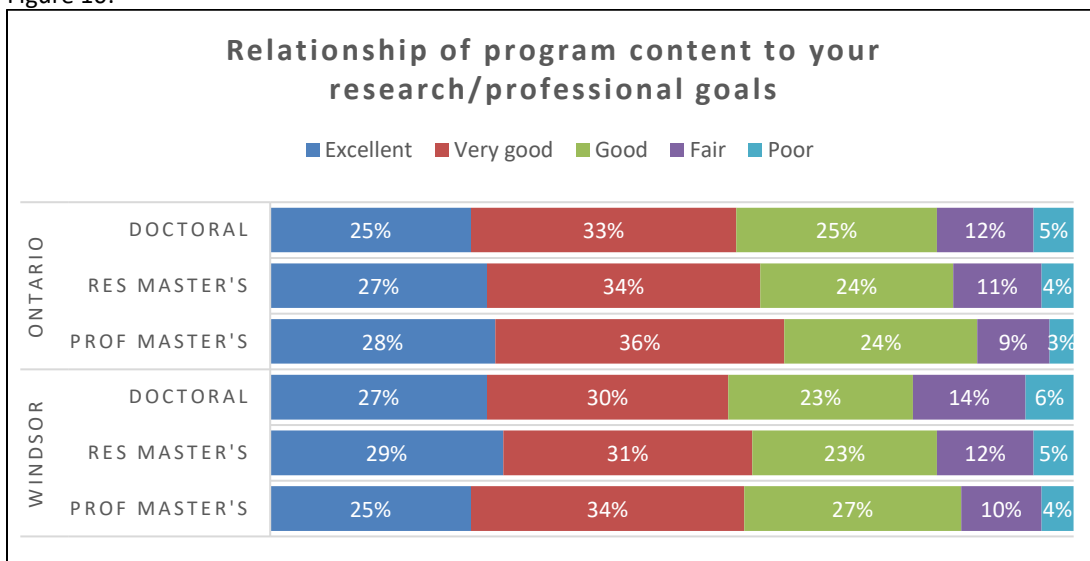
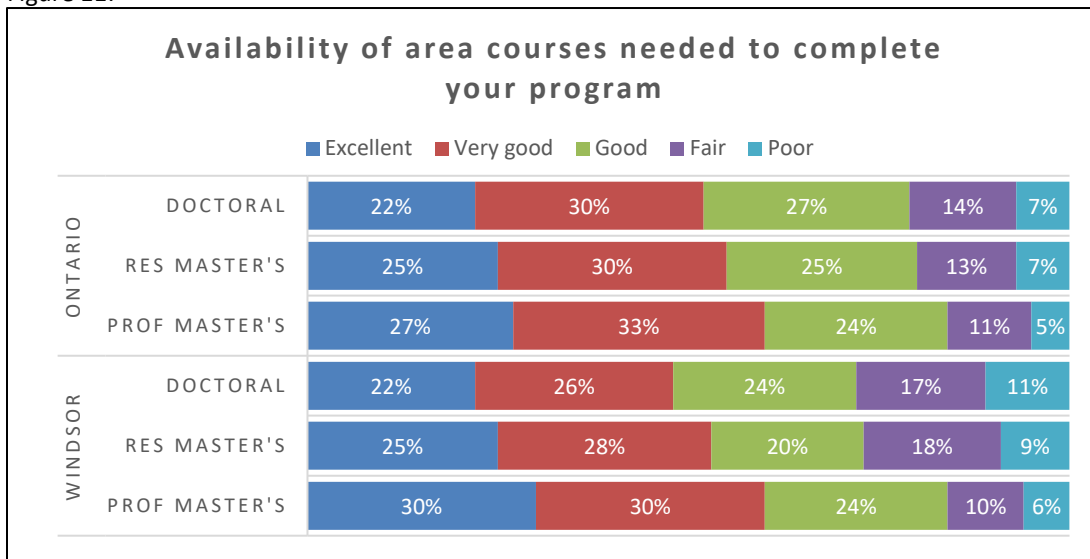


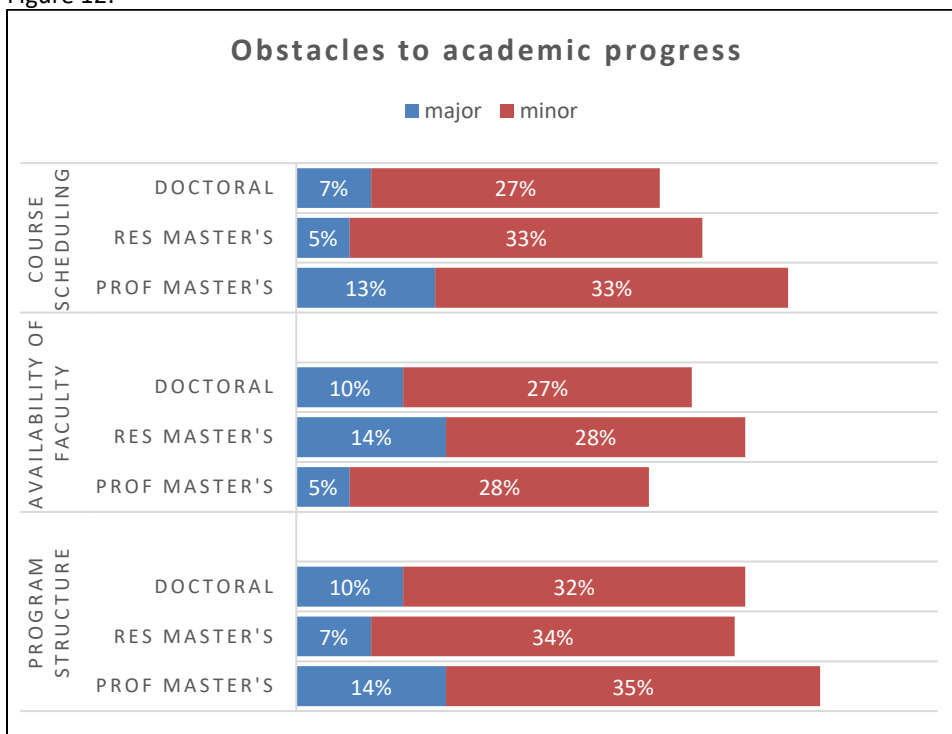
Figure 11 shows that nearly 3 in 10 doctoral and research master's respondents were dissatisfied with the availability of area courses needed to graduate. Close to half of professional master's students surveyed (46%) said course scheduling was an obstacle to their academic progress. (Figure 12).

Figure 11:



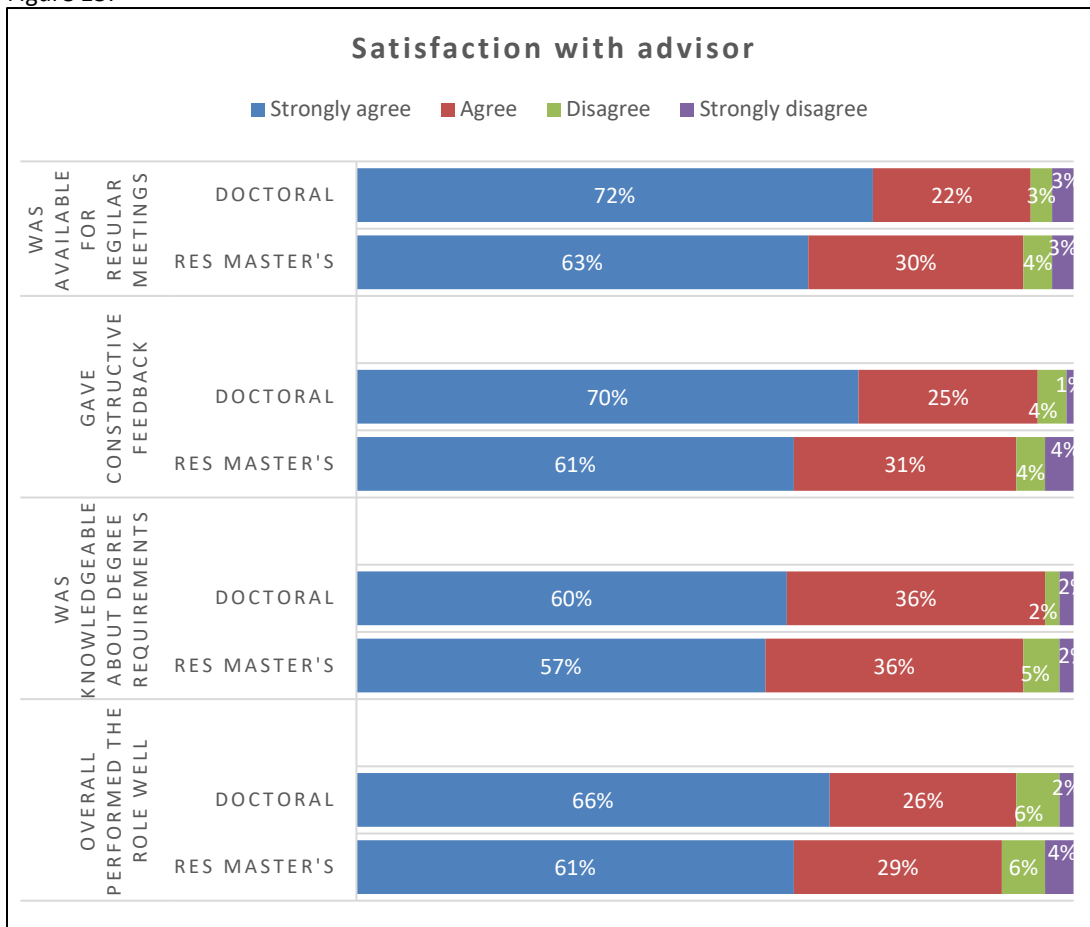
Other notable program related obstacles to academic progress cited by respondents were program structure and availability of faculty. (Figure 12).

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 13:



### Professional Skills Development and Research Experience

More than 7 in 10 (72%) professional master's and 65% of research master's respondents described the internships, practicum and experiential learning opportunities in their program as either excellent, very good or good. Half of doctoral students surveyed rated this high-impact practice as fair or poor, similar to 47% of their Ontario counterparts. (Figure 14).

Figure 14:

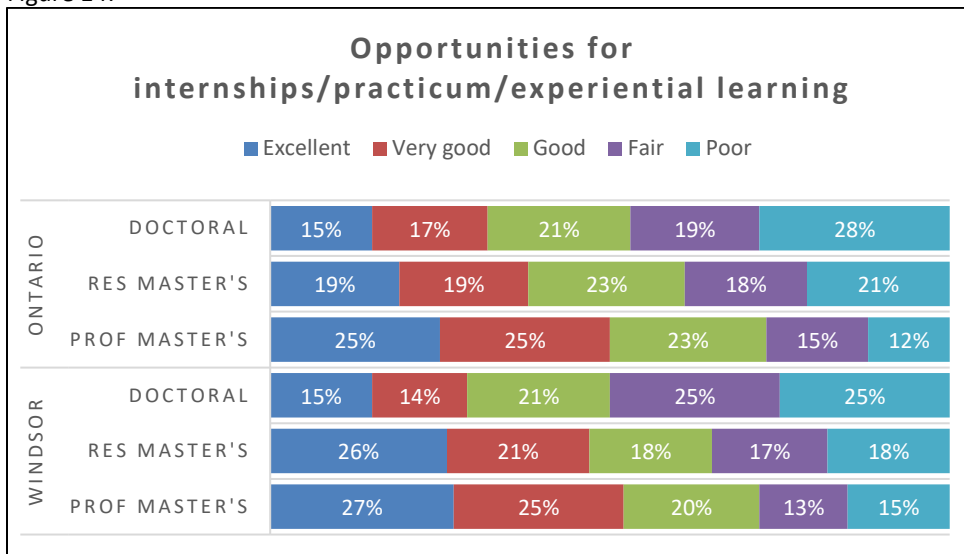




Figure 15 shows that respondents in professional master’s programs were more satisfied with opportunities in their program for contact with practicing professionals, including lectures, seminars or discussions than research masters or doctoral respondents.

Figure 15:



Professional master’s students were the most satisfied with their programs’ training and support for job preparation and professional practice; 82% 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:

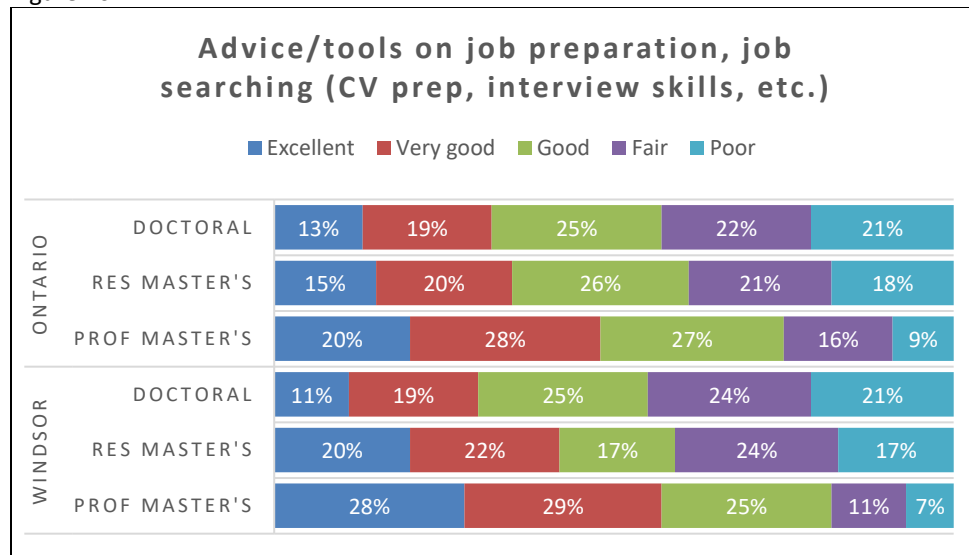
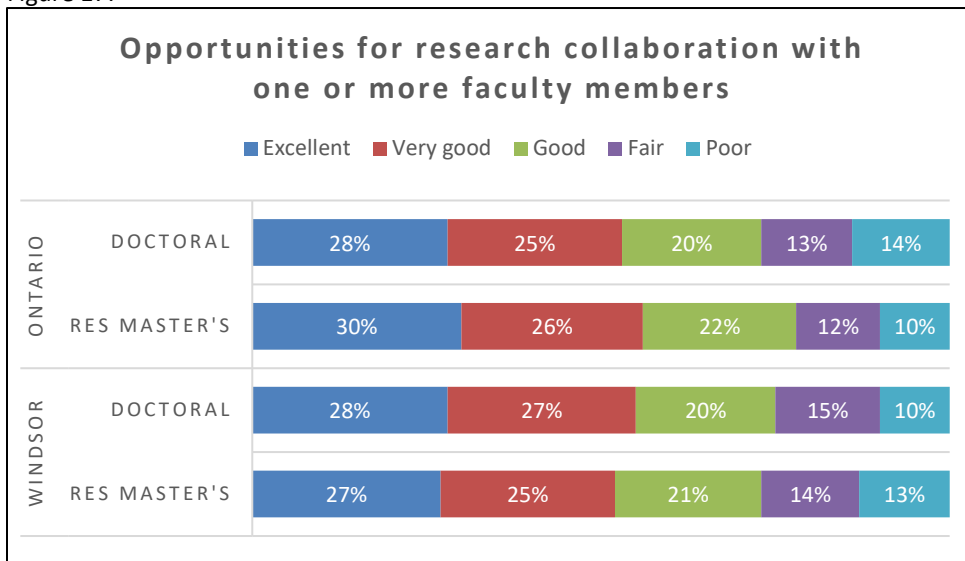


Figure 17 shows that three-quarters of doctoral students surveyed were happy with opportunities in their program to collaborate on research with faculty members, including 55% who were very satisfied.

Figure 17:



### Financial Support

Regardless of level of study, respondents agreed that financial pressures were the greatest obstacle to academic progress. Consistent with the 2019 CGPSS, about three-quarters of respondents overall were concerned with finances including 39% who said it was a major obstacle. While work commitments were cited as an obstacle by about half of respondents, less than one-fifth from each level of study claimed this to be a major barrier. This is a change from 2019 when 4 in 10 master's and 3 in 10 doctoral respondents said work commitments were a major obstacle. (Figure 18).

Nearly three-quarters (74%) of professional and 60% 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. This is an increase from 2019 when 69% of professional and 53% of research master's respondents worked as much. Despite concerns with financial pressures and work commitments, just 59% reported having any interaction with the financial aid office.

Figure 18:

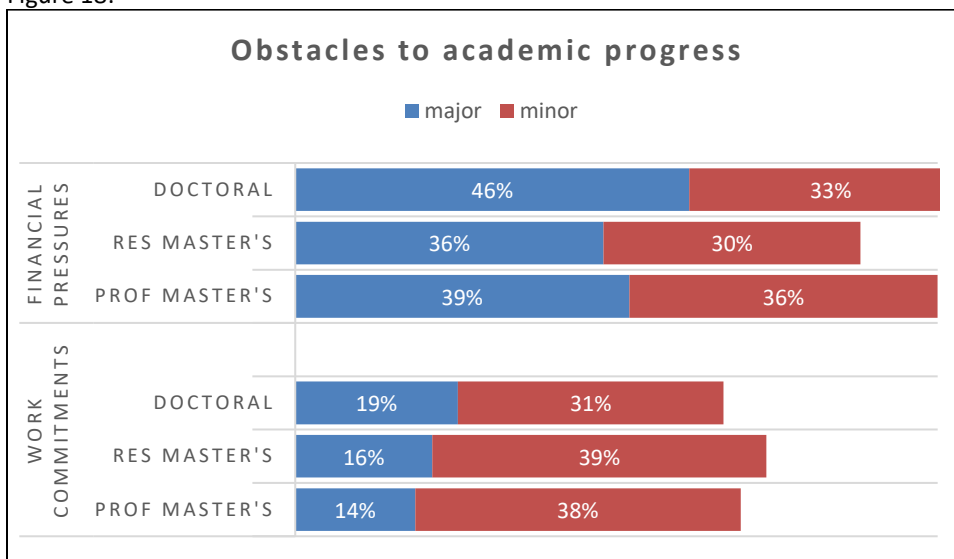
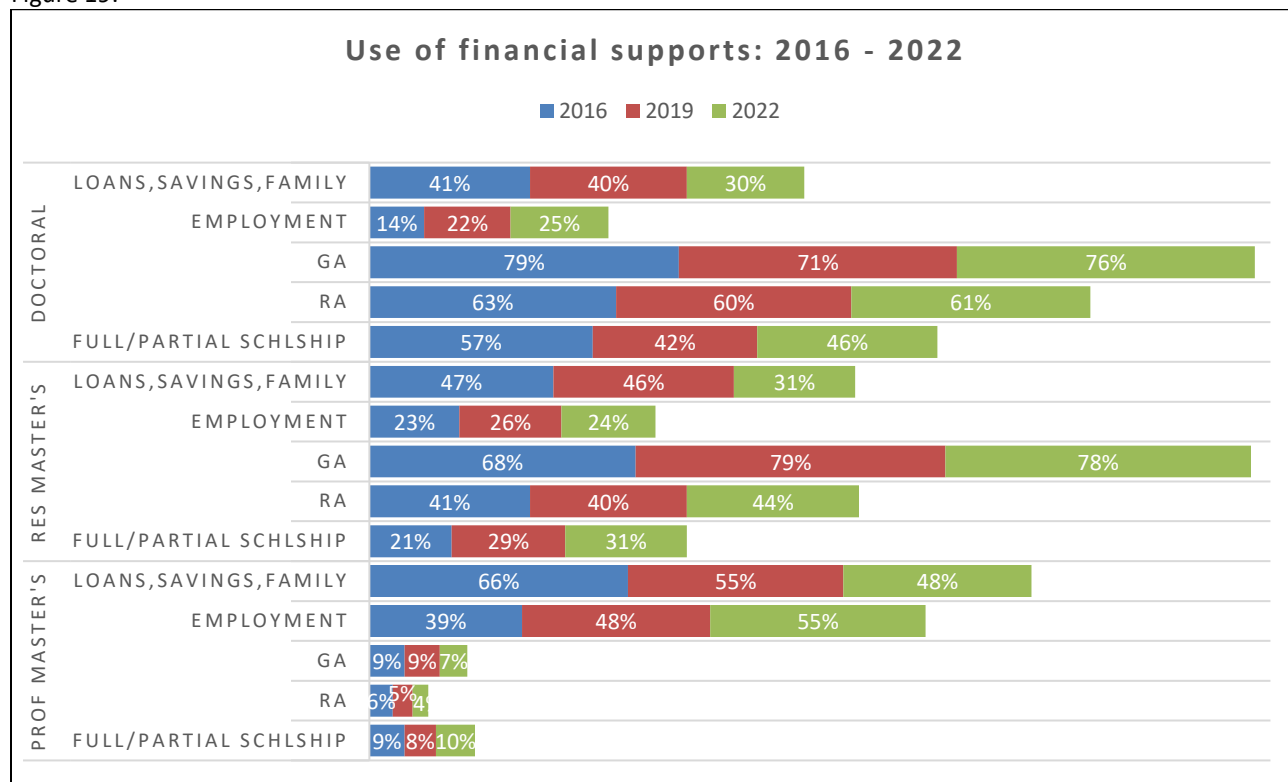


Figure 19 shows the various financial supports UWindsor respondents have used while enrolled in their program. Reliance on employment for professional master’s respondents continues to increase over time. The percentage using loans, savings or family has decreased for all levels of study.

Figure 19:



About seven in ten professional master’s respondents will graduate with at least some debt. The percentage of research master’s students who reported debt upon graduation is considerably less in the 2022 survey compared to 2019. Of the 56% of doctoral who expect to have repayable debt when they complete their degree, the average amount they expect to owe is \$30,340, significantly less than was reported in the 2019 CGPSS. (Table 3).

Table 3:

	2019 CGPSS		2022 CGPSS	
	% with debt	Average debt	% with debt	Average debt
Doctoral	52%	\$39,330	56%	\$30,340
Research master’s	64%	\$20,690	52%	\$22,120
Professional master’s	74%	\$26,960	71%	\$30,230

### Satisfaction with University Resources

Students were asked to rate their experience with several 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, academic support services and IT services and least satisfied with registrarial services and processes. Overall, satisfaction with IT services has increased from 73% in 2019 to 80% in 2022 reporting excellent, very good or good. Of note is that 31% of doctoral students surveyed said their graduate office space was either excellent or very good compared to 47% in 2019. Of the doctoral students who reported using services for international students, less than 6 in 10 were satisfied compared to 76% of research and 81% of professional master’s respondents.

Figure 20:

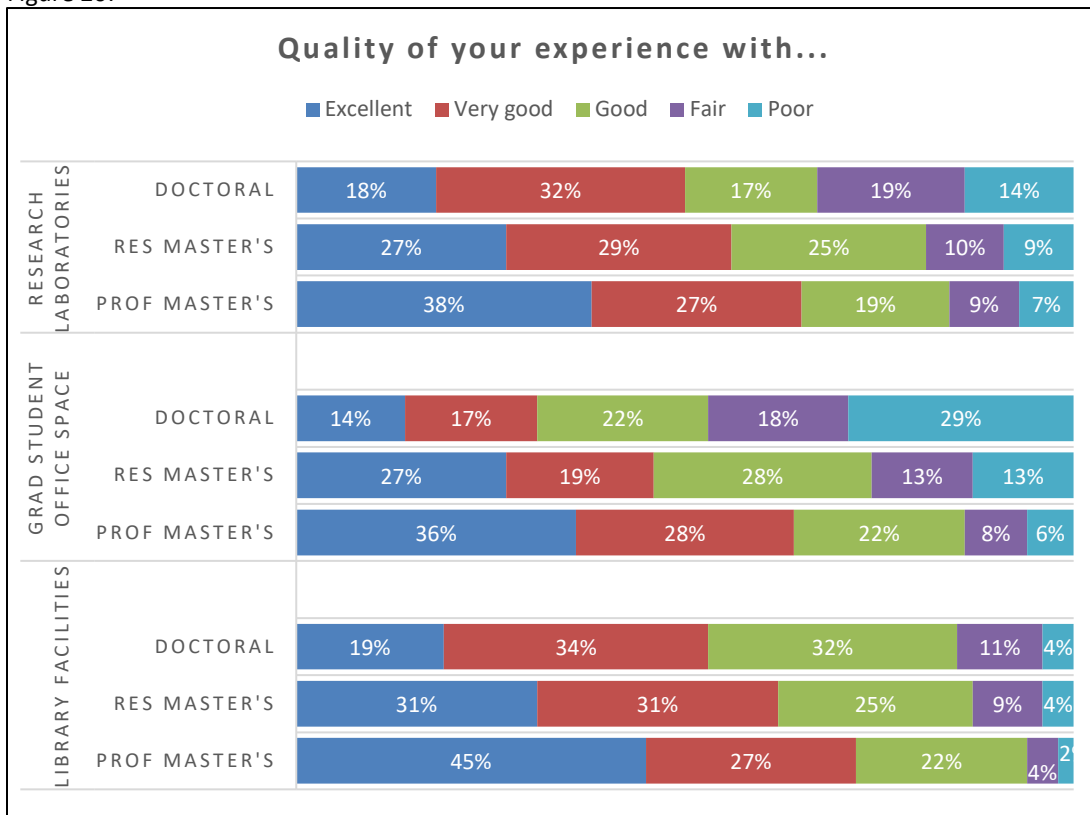
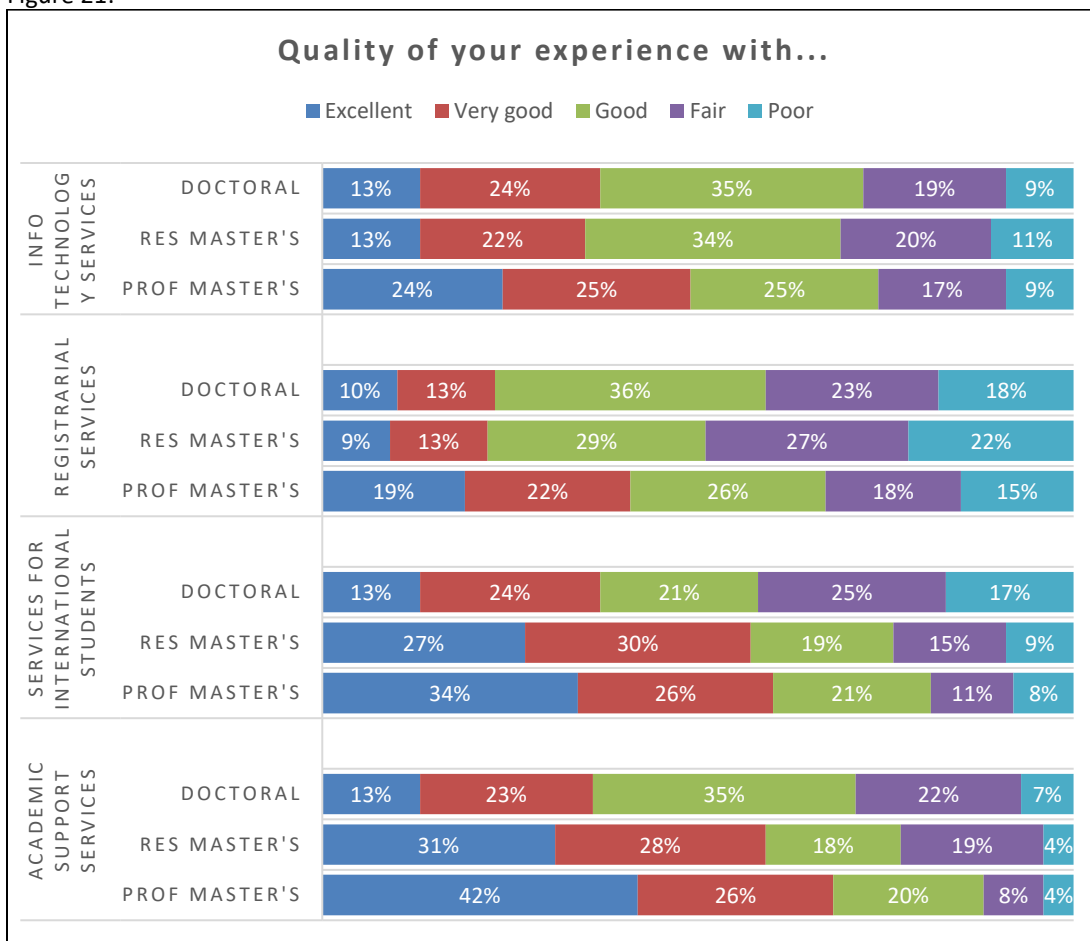


Figure 21:



## Professional and Research Master's Groupings

Faculty	Professional Master's	Research Master's
Business	M.B.A., M.M.	-
Education	M.Ed. Course option	M.Ed. Thesis option
Engineering	M.Eng	M.App.Sc.
FAHSS	M.S.W.	M.A., M.F.A
Human Kinetics	-	M.H.K.
Law	-	LLM, Master of Laws
Nursing	M.N., M.N./Nurse Practitioner	M.Sc.N.
Science	M.AC.Sc., M.A.C, Medical Biotechnology, Applied Economics & Policy	M.Sc. , MA (Economics)

## Distribution of responses by Level of Study and Faculty

	FAHSS	Business	Education	Engineering	Human Kinetics	Law	Nursing	Science
Professional Master's	16%	16%	4%	41%	0%	0%	3%	20%
Research Master's	24%	0%	3%	26%	9%	2%	1%	35%
Doctoral	24%	0%	11%	35%	4%	0%	3%	23%