



The third edition of this survey was conducted during Spring 2010. 38 Canadian universities participated.

# 2010 CGPSS

## 38 universities

Total of 38 618 respondents

19 199 from Ontario  
10 208 from Québec  
9 211 from other provinces

## Canadian anonymized dataset

11 213 Master's without thesis  
13 593 Master's with thesis  
13 812 Doctoral

The objective of the CGPSS is to provide quantitative data on various aspects of the graduate student experience. Students are asked to evaluate their overall experience, as well as to evaluate program-specific, department-specific, advisor/supervisor-specific and university-wide aspects of their educational experience.

The CGPSS instrument was developed by the G13 and is copyrighted. A specialized firm has been selected to administer this web survey from time to time, on behalf of participating institutions.

In addition to the standard reports produced for each institution, all 38 universities agreed to incorporate their data in an anonymized dataset, which has been distributed to participating institutions.

This anonymized dataset allows further institution-initiated analyses to be conducted, as well as standardized group level comparisons (all other institutions, institutions from the same region or institutions of similar size).

CAGS, the Canadian Association for Graduate Studies, has been mandated to promote the use of the national CGPSS dataset, in order to enhance graduate studies across the country. The national CGPSS dataset to be used by the steering committee exists only in anonymized form, i.e., there are no individual or institutional identifiers in the dataset.

A CAGS National CGPSS Steering Committee will, among other things, receive detailed proposals for undertaking analysis using the national dataset and authorize (on behalf of the participating universities) use of the national dataset for analysis.

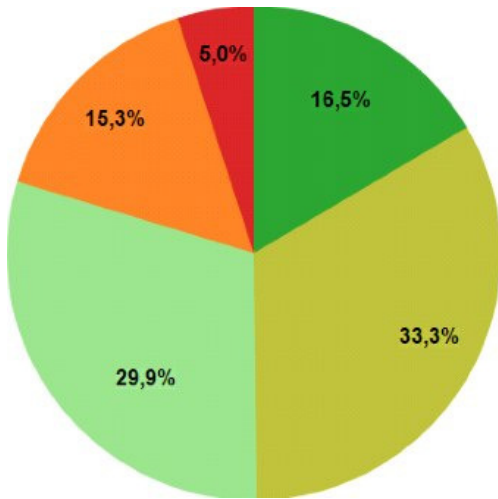


Canadian Association for Graduate Studies  
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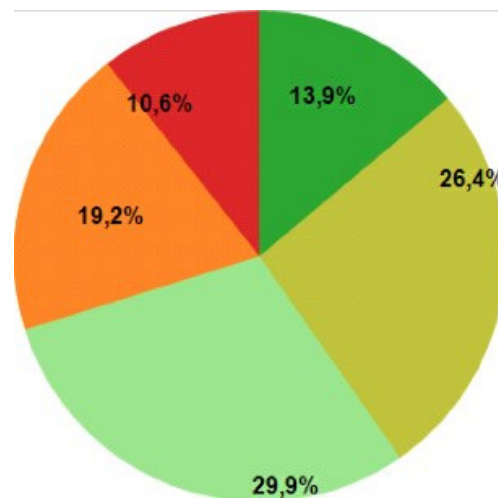
# 2010 HIGHLIGHTS

## SPECIFIC QUESTIONS – Doctoral

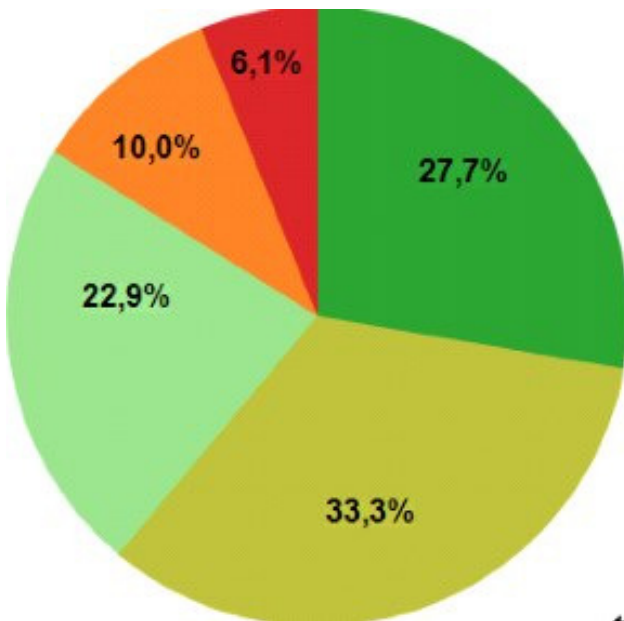
N = 13 400



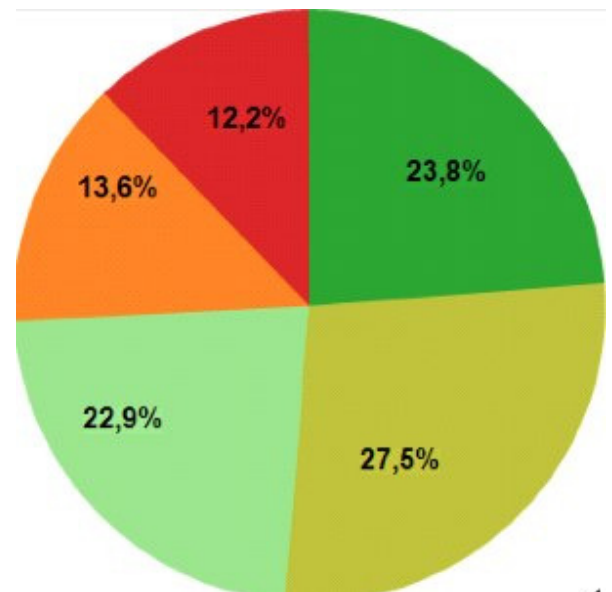
Among Doctoral students, **80 %** rated favourably the relationship of their **graduate program content** to their research or professional goals.



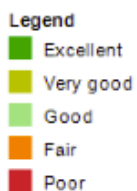
Among Doctoral students, **70 %** rated favourably opportunities for **student collaboration or teamwork**.



Among Doctoral students, **84 %** rated favourably the quality of the support and opportunities received in **conducting independent research** since starting their graduate program.



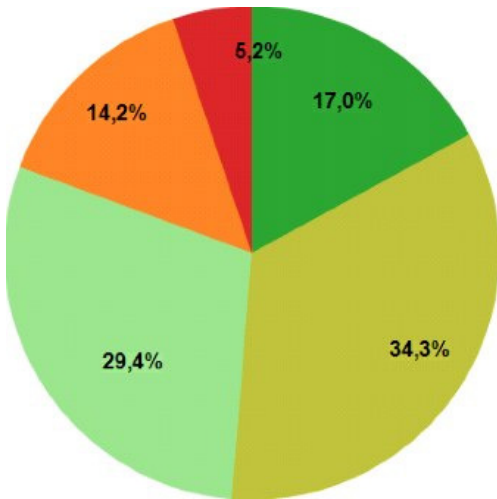
Among Doctoral students, **74 %** rated favourably the quality of the support and opportunities received in **research collaboration** with one or more faculty members.



# 2010 HIGHLIGHTS

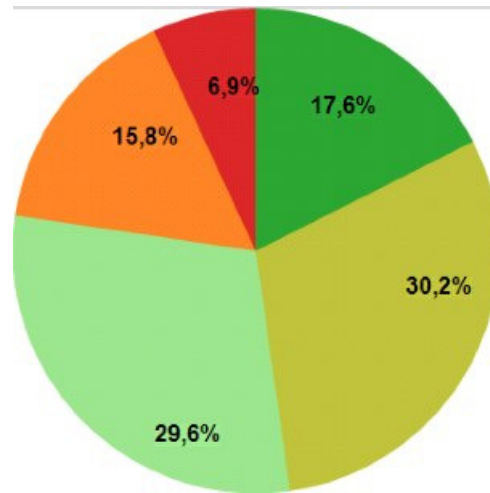
## SPECIFIC QUESTIONS – Master (with thesis)

N = 13 500

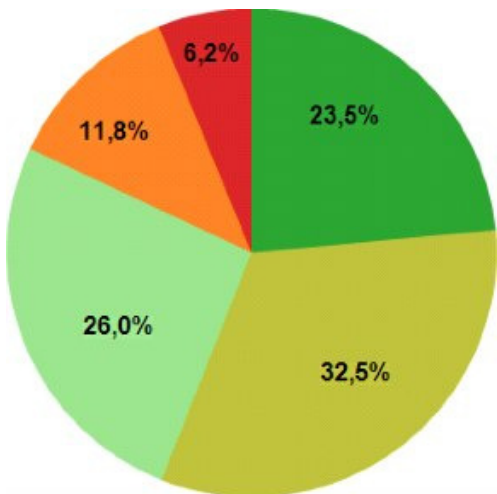


Among Master's students, **81 %** rated favourably the relationship of their **graduate program content** to their research or professional goals.

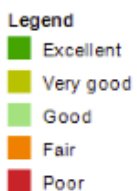
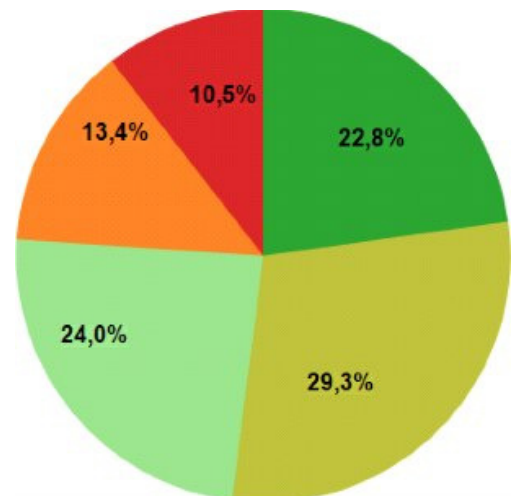
Among Master's students, **77 %** rated favourably opportunities for **student collaboration or teamwork**.



Among Master's students, **82 %** rated favourably the quality of the support and opportunities received in **conducting independent research** since starting their graduate program.



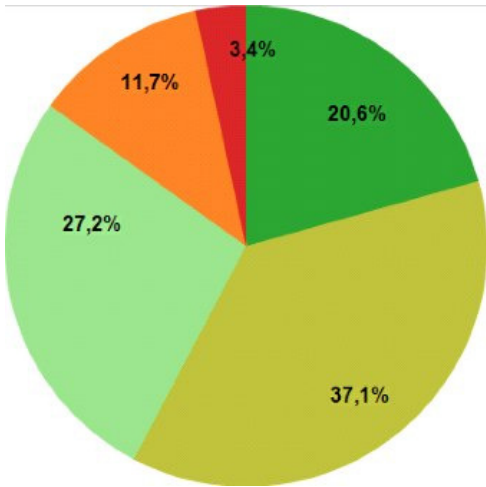
Among Master's students, **76 %** rated favourably the quality of the support and opportunities received in **research collaboration** with one or more faculty members.



# 2010 HIGHLIGHTS

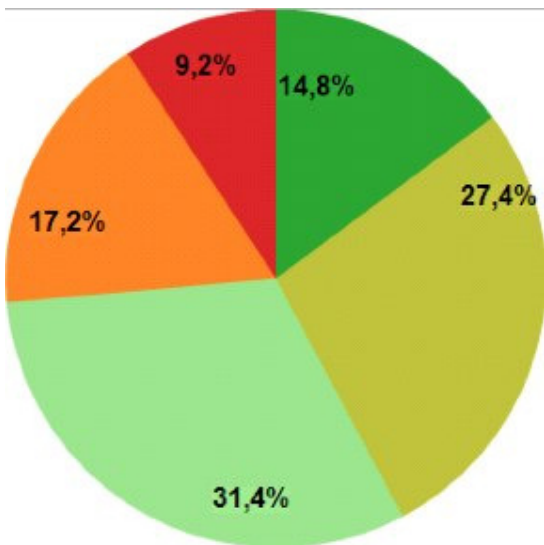
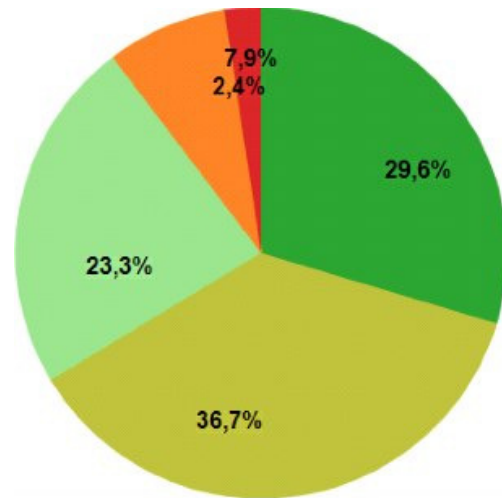
## SPECIFIC QUESTIONS – Master (non-thesis)

N= 10 500



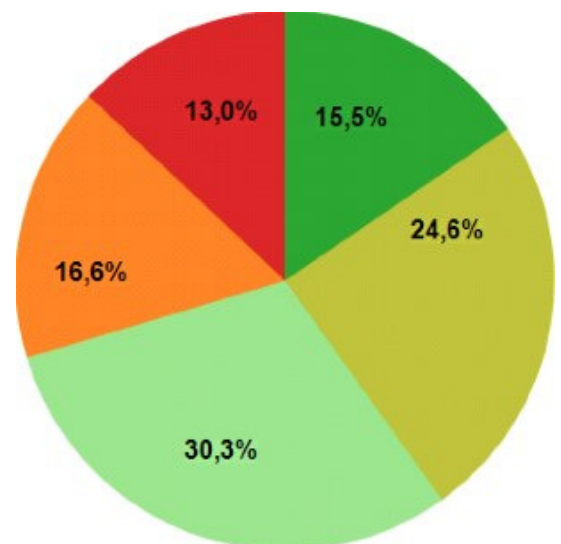
Among non-thesis Master's students, **85 %** rated favourably the relationship of their **graduate program content** to their research or professional goals.

Among non-thesis Master's students, **90 %** rated favourably opportunities for **student collaboration or teamwork**.



Among non-thesis Master's students, **74 %** rated favourably the quality of the support and opportunities received in **conducting independent research** since starting their graduate program.

Among non-thesis Master's students, **70 %** rated favourably the quality of the support and opportunities received in **research collaboration** with one or more faculty members.



- Legend
- Excellent
  - Very good
  - Good
  - Fair
  - Poor

# SPECIFIC QUESTIONS - by discipline

BETTER

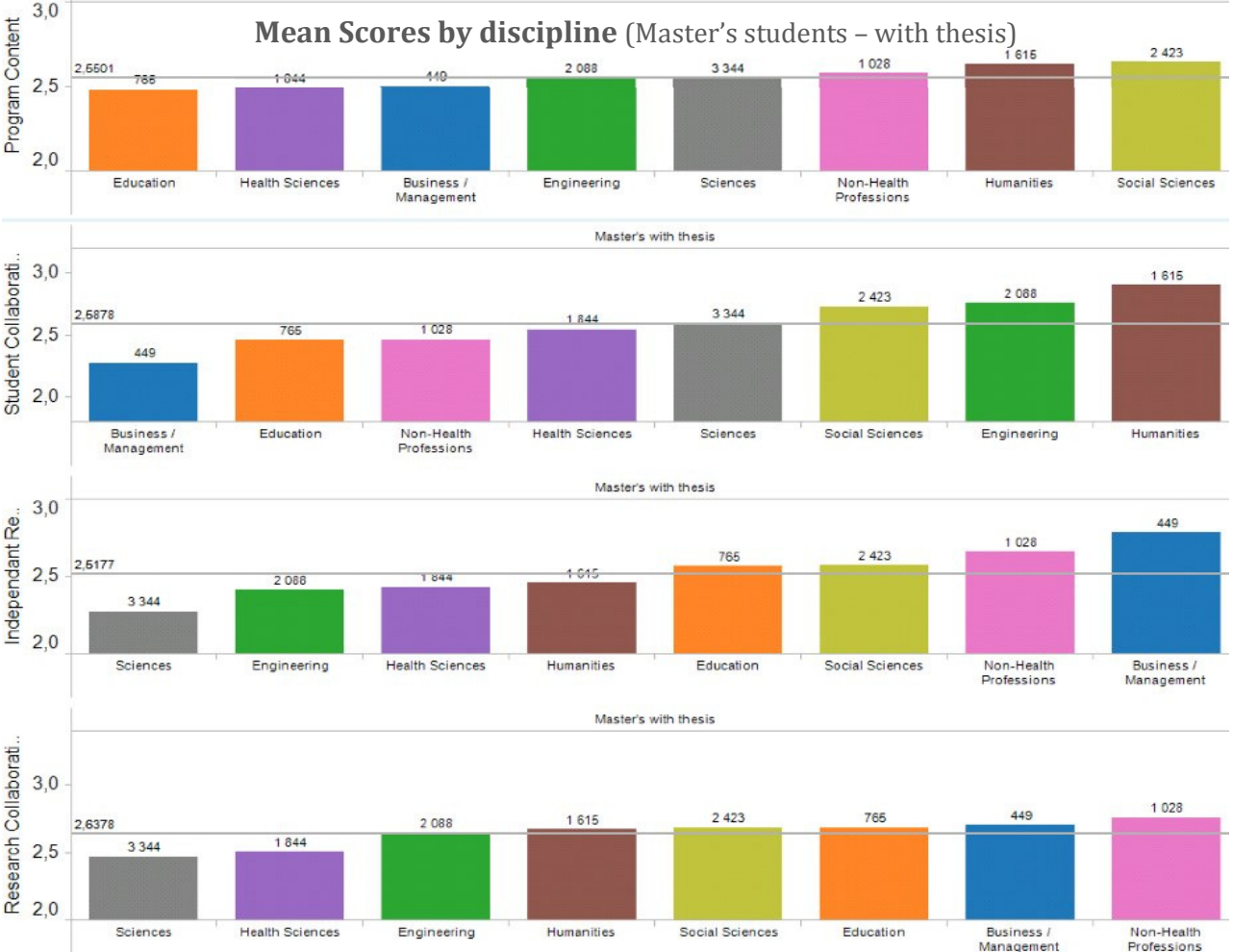
WORSE

Mean Scores by discipline (Doctoral students)

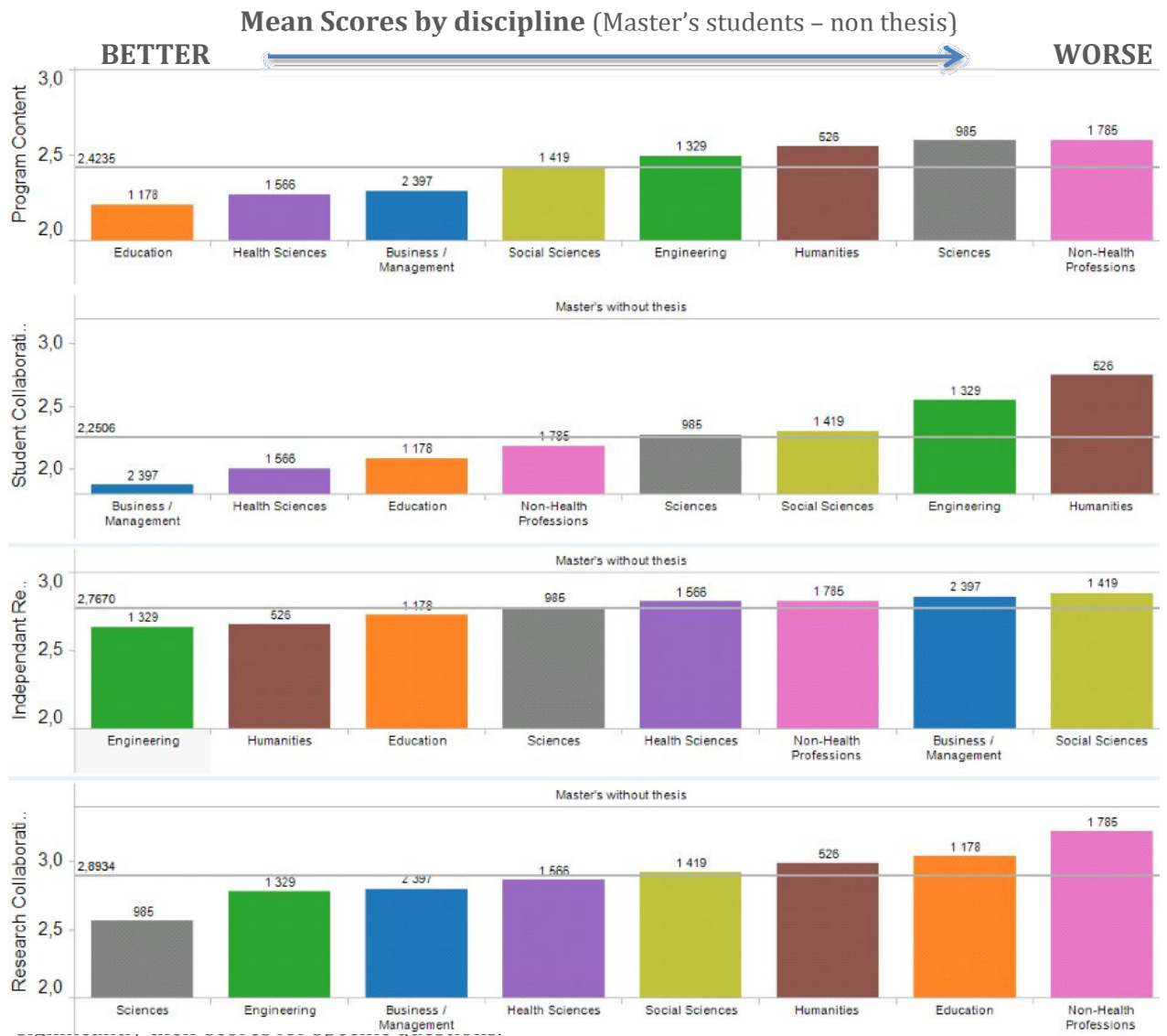
- Engineering
- Health Sciences
- Social Sciences
- Sciences
- Humanities
- Education
- Non-Health Professions
- Business / Management



Mean Scores by discipline (Master's students – with thesis)



## SPECIFIC QUESTIONS - by discipline



For example, Doctoral and Master's students (non-thesis) give high marks to the relationship of their program's content to their research or professional goals in Business, Health Sciences and Education disciplines. On the other end of the spectrum, Doctoral and Master's (with thesis) students in Social Sciences, Humanities and Non-Health Professions give a lower mark for this question.

Opportunity for student collaboration or team work is highly rated in the Sciences, Health Sciences and Education disciplines at the Doctoral level whereas, at the Master's level, Business clearly shows up.

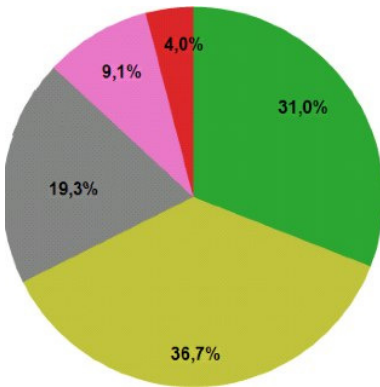
Opportunity for conducting independent research seems to be favoured in the Sciences at the Doctoral and Master's (with thesis) level and in Engineering and Humanities at the Master's (without thesis) level.

Opportunities for collaborative research with faculty is highlighted by Doctoral Business students and Sciences students at all levels.

Breakdown by gender and immigration status also has been considered. Differences appear quite small, however. Since representation by gender and immigration status is highly non-homogeneous across disciplines, and disciplines have a significant influence, general breakdown by gender and immigration status does not seem to be relevant. This breakdown should be studied at the discipline level.

# 2010 HIGHLIGHTS

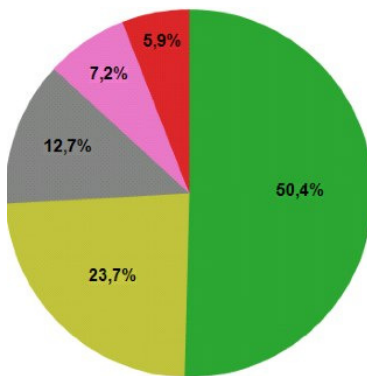
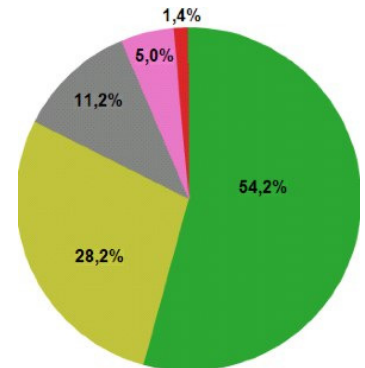
## GENERAL SATISFACTION



Among Doctoral students, **68 %** answered definitely or probably to the question *If you were to start your graduate/professional career again, would you select this same university?*

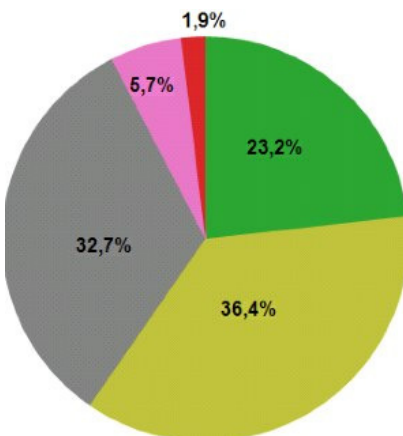
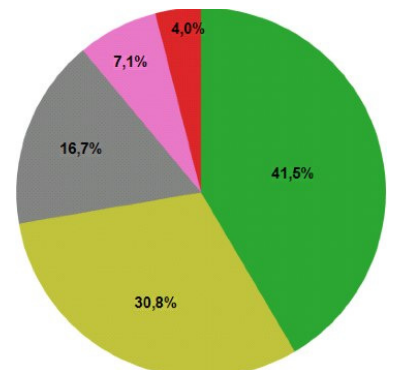


Among Doctoral students, **82 %** answered definitely or probably to the question *If you were to start your graduate/professional career again, would you select the same field of study?*



Among Doctoral students, **74 %** answered definitely or probably to the question *If you were to start your graduate career again, would you select the same faculty supervisor?*

Among Doctoral students, **72 %** answered definitely or probably to the question *Would you recommend this university to someone considering your program?*



Among Doctoral students, **60 %** answered definitely or probably to the question *Would you recommend this university to someone in another field?*

# 2010 - BENCHMARK SCORES

Four benchmarks were created using factor analysis :

- **Supportive Dissertation Advisor (synthesizes 12 questions)**
- **Research Training and Career Orientation (9 questions)**
- **Opportunities to Present and Publish (5 questions)**
- **Quality of Teaching (3 questions)**

Among graduate students, the broad discipline in which they are specializing is shown to influence significantly their benchmark scores.

*PLEASE NOTE THAT CONTRARY TO SPECIFIC QUESTION'S SCORES, HIGHER BENCHMARK'S SCORES ARE BETTER THAN LOWER SCORES*

For example, Doctoral students in the **Humanities** give on average higher marks for **Quality of Teaching** but lower marks for **Research Training and Career Orientation**. **Engineering students** give low marks for **Supportive Dissertation Advisor** and for **Quality of Teaching**.

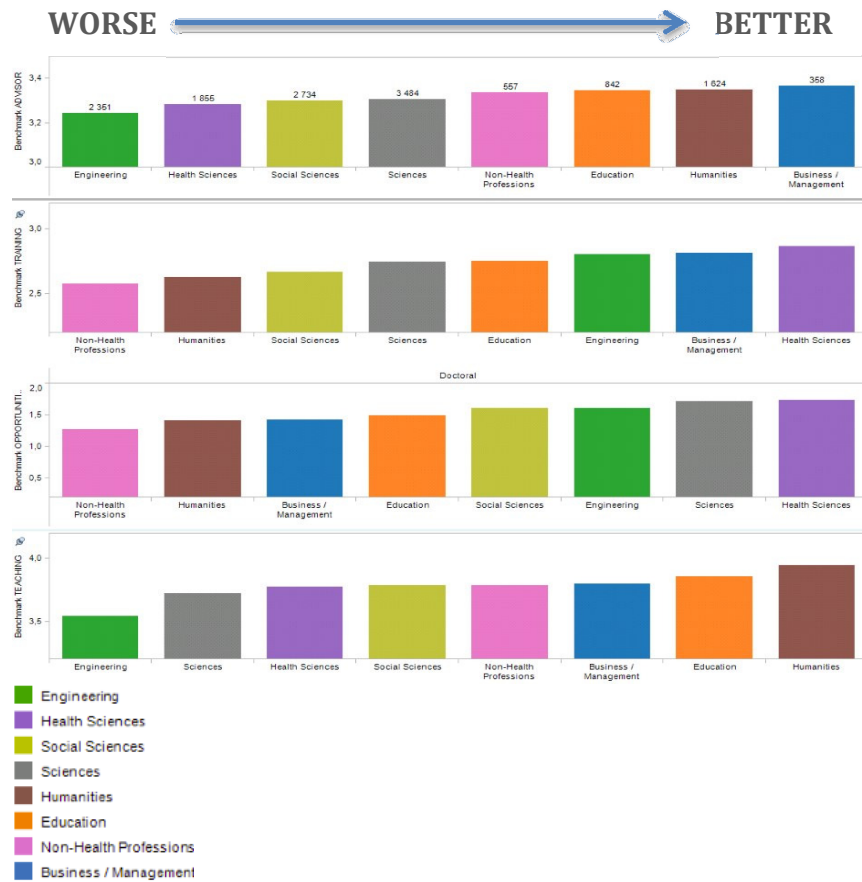
Similarly, Master's students in the **Humanities** give on average highest marks for **Quality of Teaching** and **Supportive Dissertation Advisor**. Not surprisingly, Master's students report lower scores than their Doctoral colleagues for **Opportunities to Present and Publish**, even if non-thesis programs were excluded.

Both Master's and Doctoral students in **Business / Management programs** give high scores for **Research Training and Career Orientation**.

**Master's students** in more **professional non-health programs** give lower marks for all four benchmarks. Unfortunately, this also translates to this group giving the least enthusiastic responses to these questions:

- *If you were to start your graduate/ professional career again, would you select this same university?*
- *Would you recommend this university to someone considering your program?*
- *Would you recommend this university to someone in another field?*

## Benchmark scores by discipline (Doctoral students)



## Benchmark scores by discipline (Master's students - thesis)

