

Canadian Graduate and Professional Student Survey

Highlights from the
2025 Survey Results

Toronto
Metropolitan
University



About the Survey

- Every three years, Toronto Metropolitan University (TMU) participates in the Canadian Graduate and Professional Student Survey (CGPSS).
- This student survey is conducted across the country by some 50 universities. TMU has been a member of this group since 2007.
- Students are asked about their experiences in TMU's graduate programs.
- In 2025, 2,918 TMU students were contacted, and 1,428 completed the survey – a response rate of 48.9%.
 - Masters: $1,040/2,226 = 46.7\%$
 - Doctoral: $388/692 = 56.1\%$
- These results are posted online at: <https://www.torontomu.ca/university-planning/>

Overall assessment of experience

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- Generally, students had a positive experience at TMU. Masters students were more positive about their experience than Doctoral students.
- Questions about students' academic experiences were rated especially well.
- Results (summarized in Figures 1 through 4) were generally comparable with overall averages across all CGPSS-participating institutions.
- Over two-thirds of students reported that they would choose the same program and university if they had to start over again, and would recommend the program to someone in their field.
- Over 80 percent of students felt like they belonged in their department and in the community (more than their Canadian counterparts).
- Program-related feedback was very positive – students felt satisfied with their peers, amount of coursework, and the relationship between program content and their goals. Advice about funding opportunities was rated somewhat lower.

Figure 1: Overall assessment of graduate experience

Percent reporting a good, very good, or excellent experience

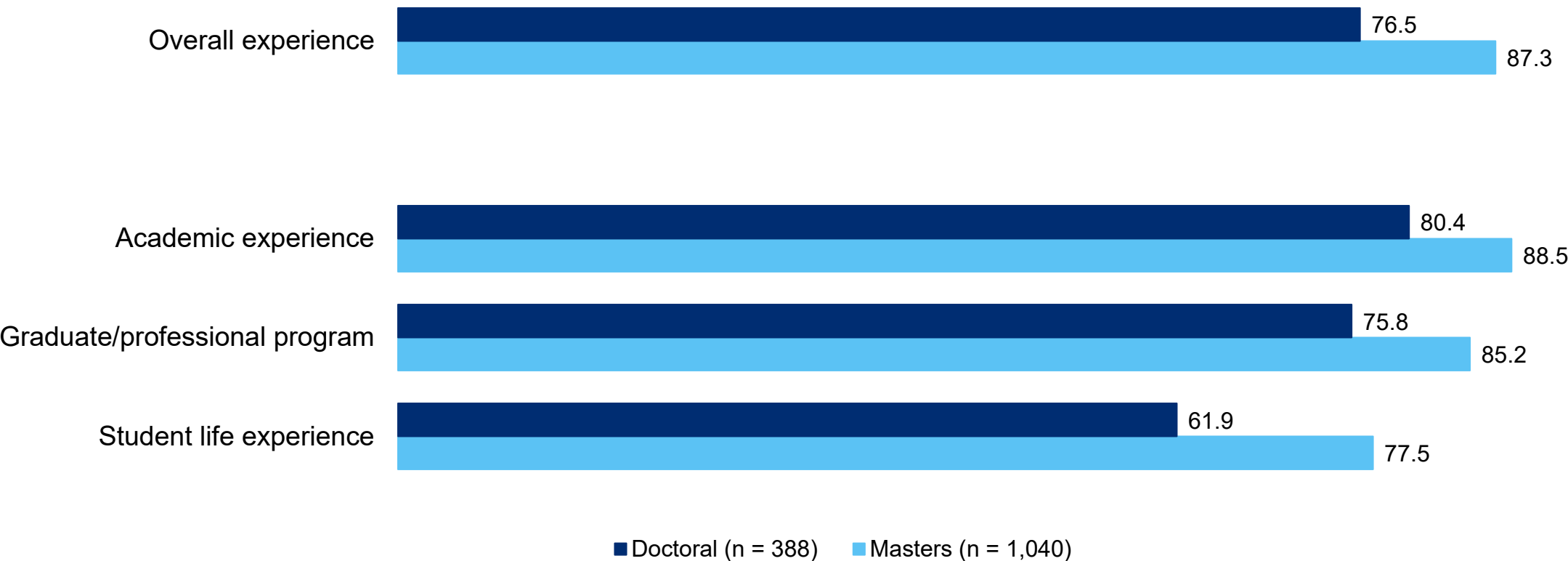


Figure 2: General satisfaction

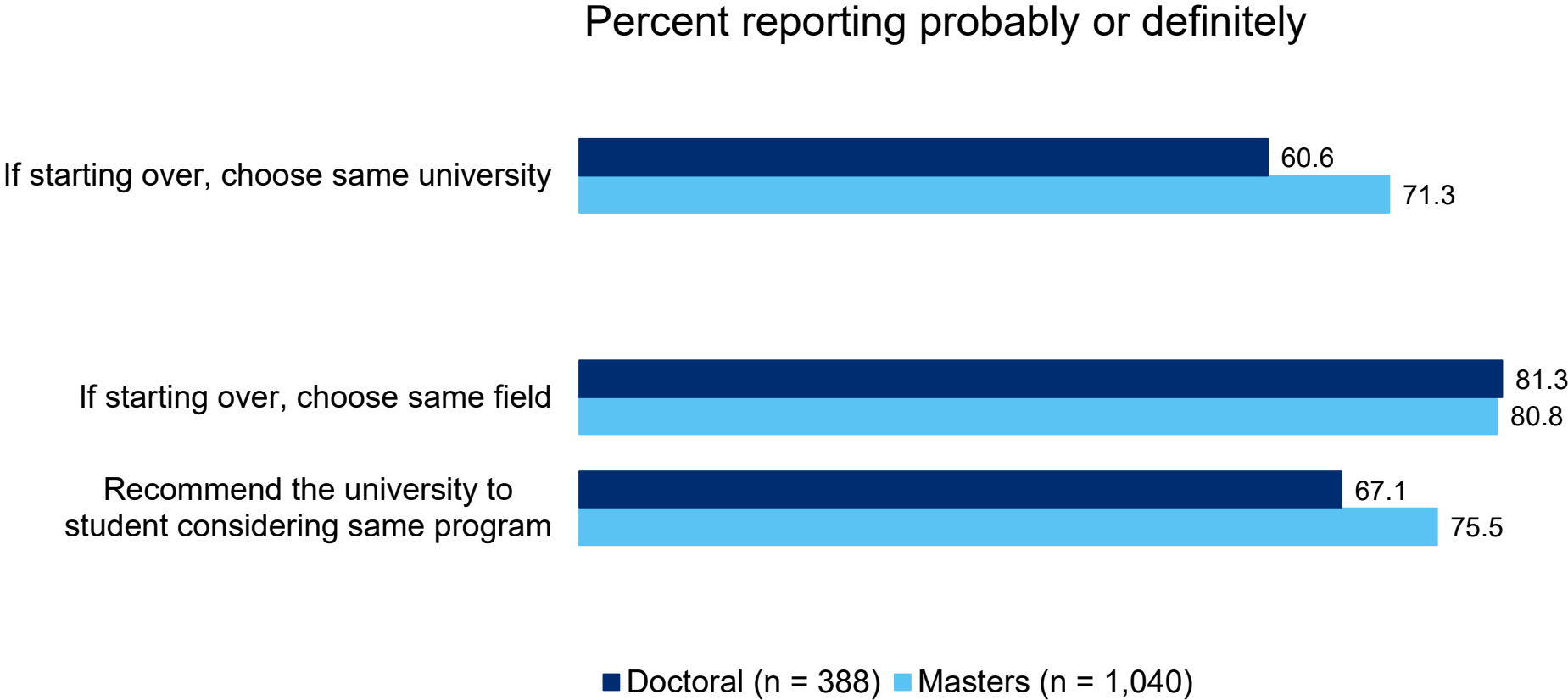


Figure 3: Overall sense of belonging and well-being

Percent agreeing or strongly agreeing with statement

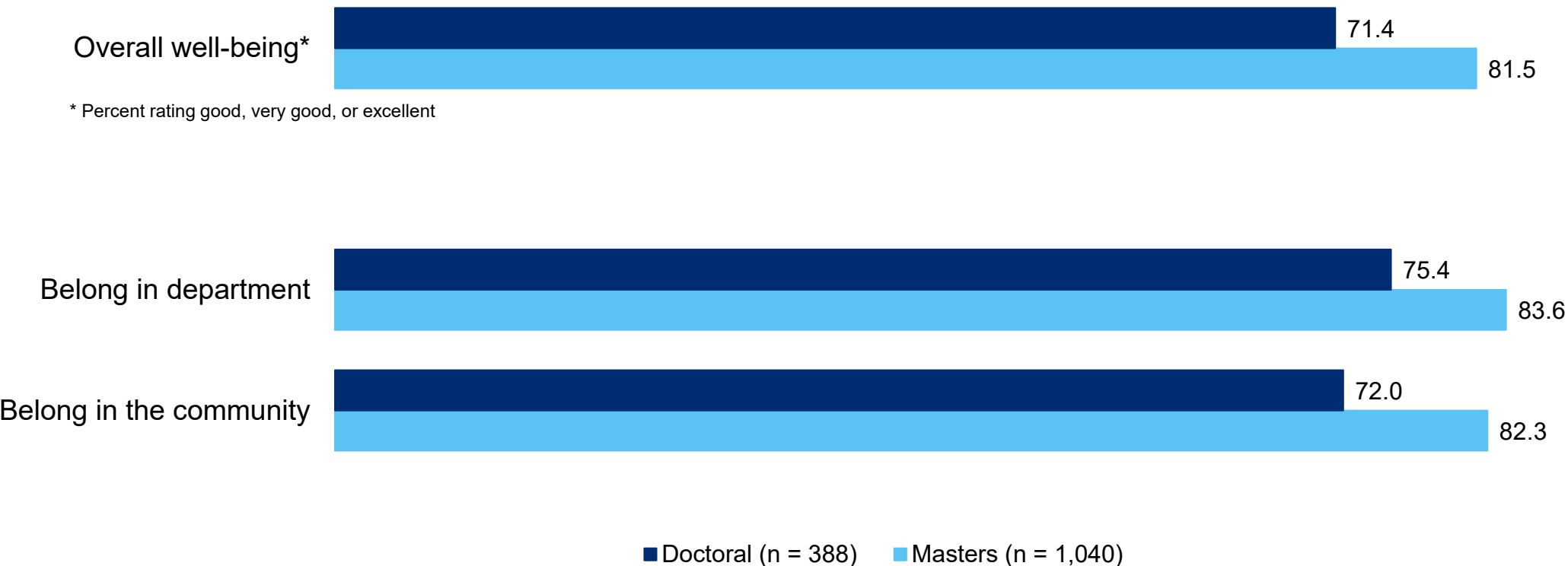
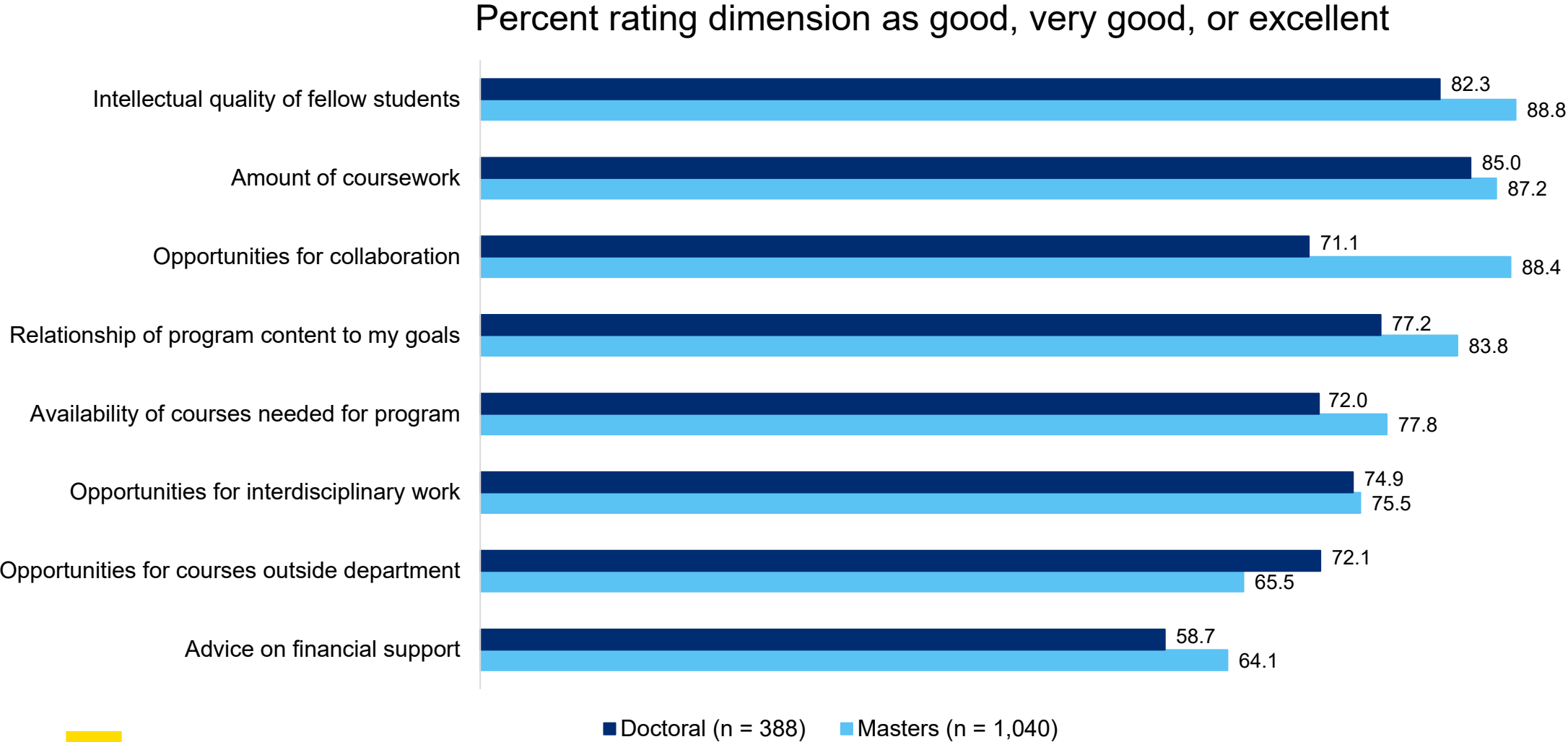


Figure 4: Assessment of program



Assessment of faculty

Assessment of faculty and advisors

- Students were especially positive about their teachers and advisors – over 90% of respondents rated the intellectual quality of their faculty as good, very good, or excellent (shown in Figure 5).
- Students also praised the quality of teaching, and the relationship between faculty and students.
- Ratings on advising were slightly lower than other measures but were still positive.
- Doctoral students had very positive perceptions of their advisors, on par with their Canadian peers (Figure 6).

Figure 5: Assessment of faculty and staff

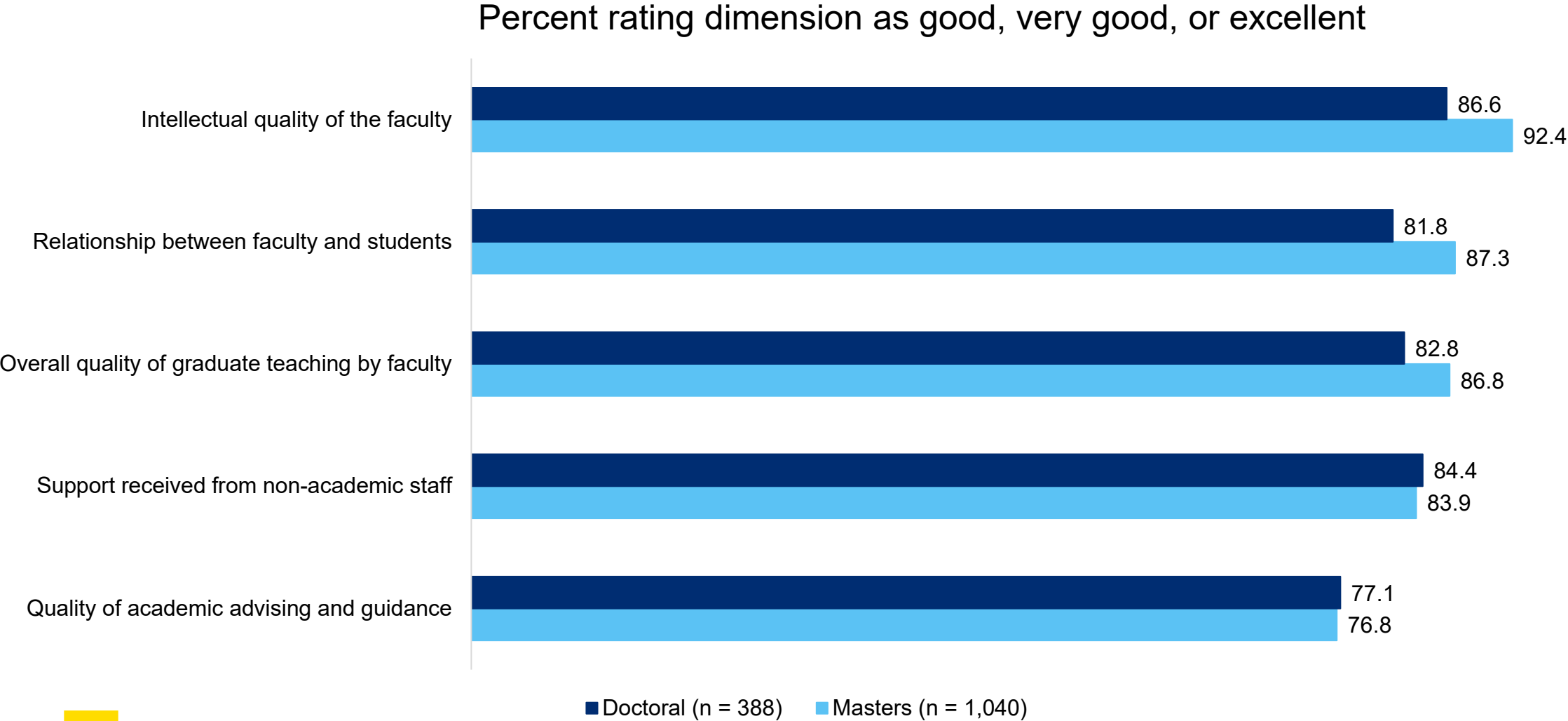
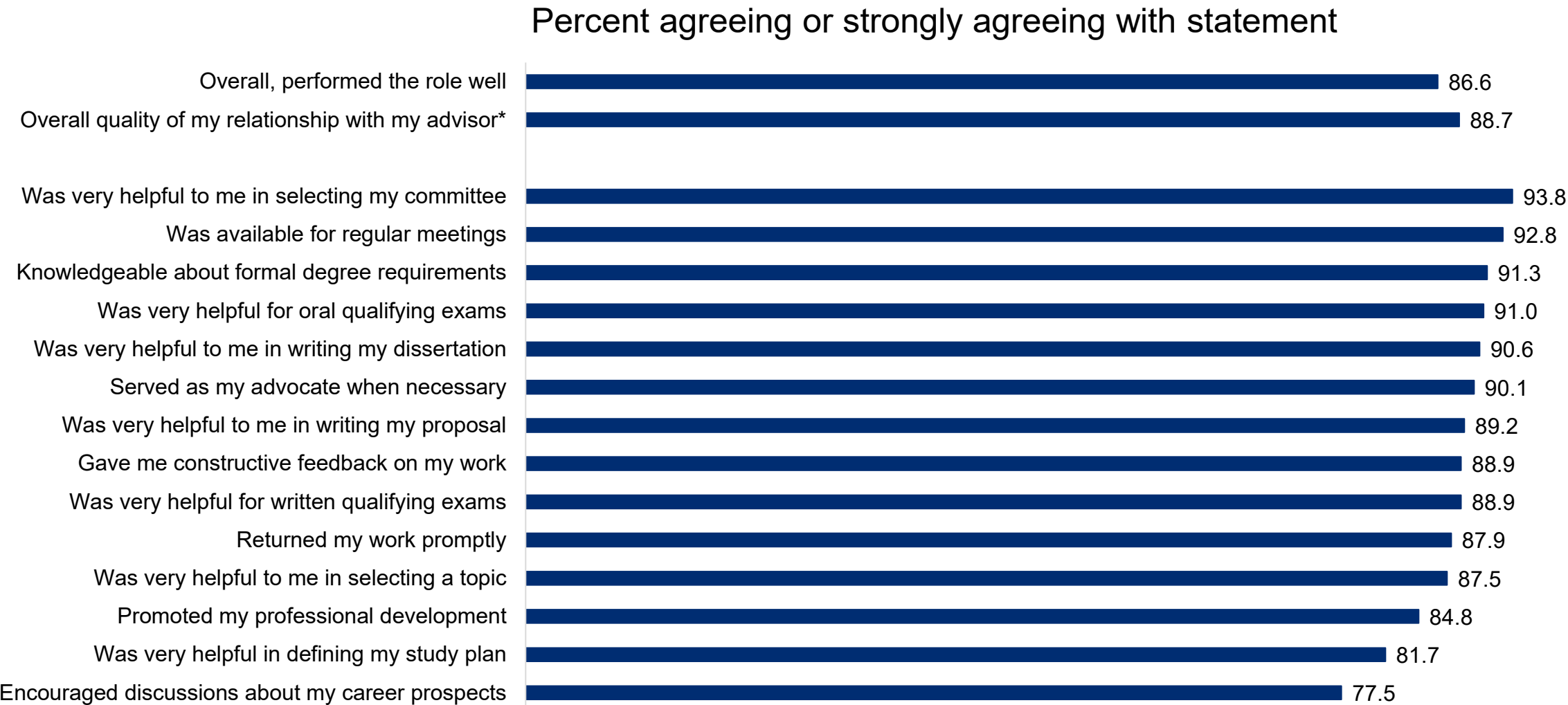


Figure 6: Assessment of dissertation advisors (Doctoral students only, n = 388)



* Percent rating good, very good, or excellent

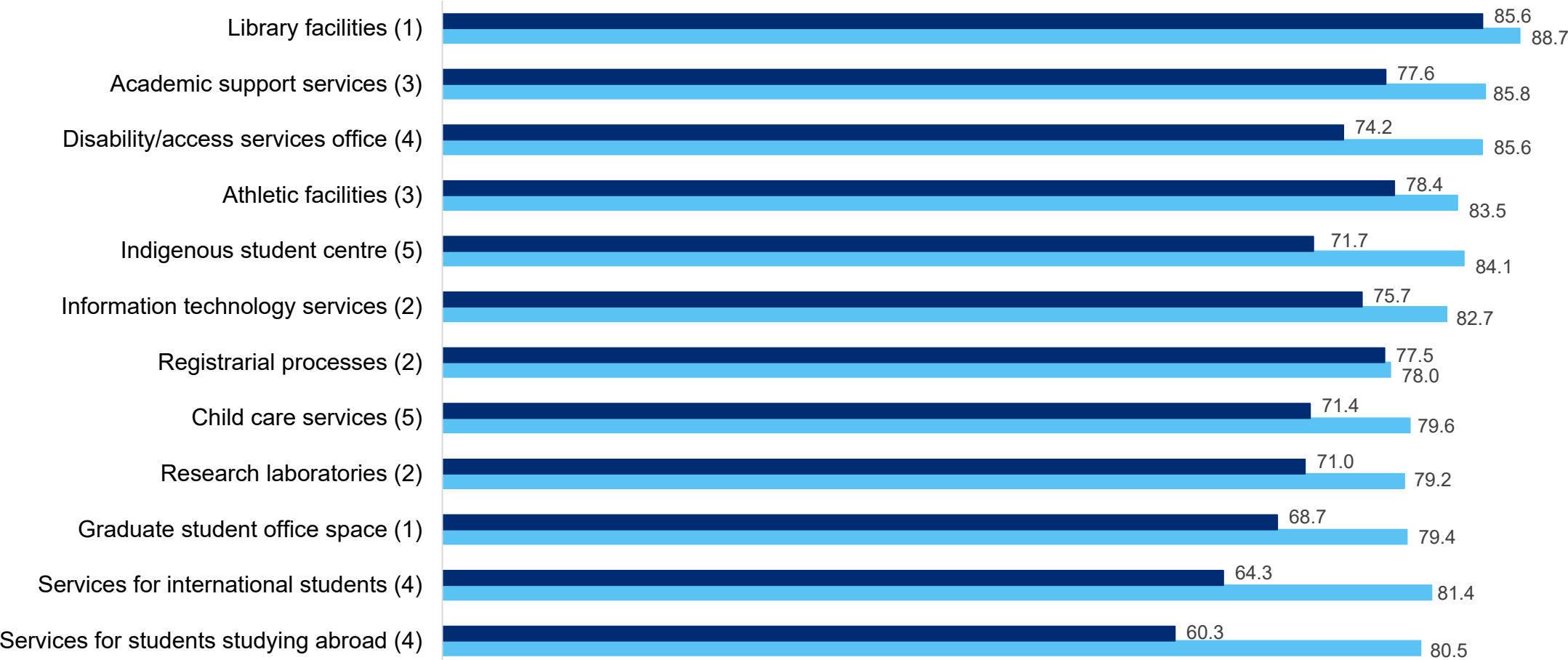
Assessment of services and resources

Student services

- Students were asked to rate their experience with services and resources (shown in Figures 7A and 7B).
- Only students who had reported using a service/resource were included in satisfaction ratings.
- The library was the highest ranked in terms of satisfaction (and had the highest usage rate). Academic support services and disability services were also well rated.
- Generally, services showed consistent ratings with the results from the previous survey (2022).
- As with previous results, TMU's downtown location provides a challenge for services like housing, which show lower levels of satisfaction.

Figure 7A: Assessment of services

Percent rating service as good, very good, or excellent (usage in parentheses)

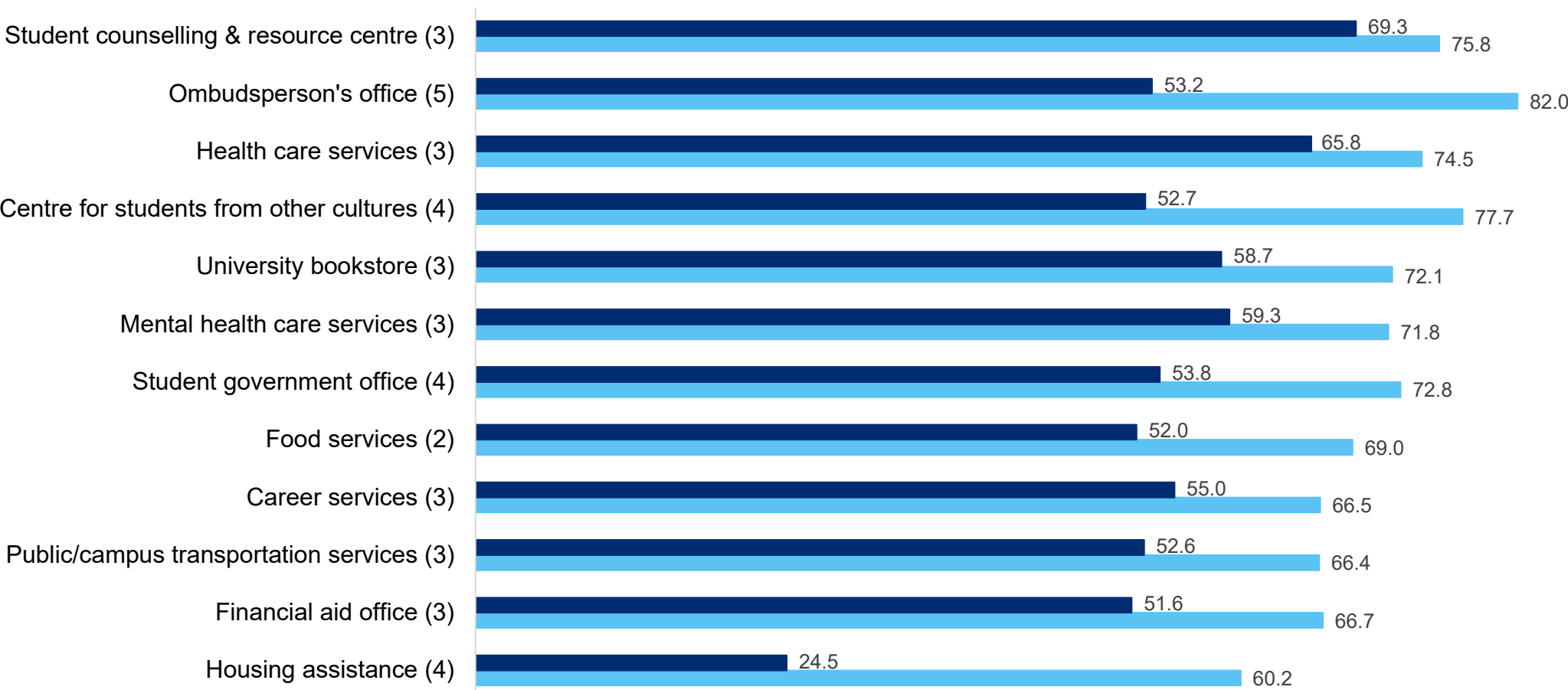


Usage reported in bands:
1: Over 80%
2: Over 60% to 80%
3: Over 40% to 60%
4: Over 20% to 40%
5: 20% and under

■ Doctoral (n = 388) ■ Masters (n = 1,040)

Figure 7B: Assessment of services (cont'd.)

Percent rating service as good, very good, or excellent (usage in parentheses)



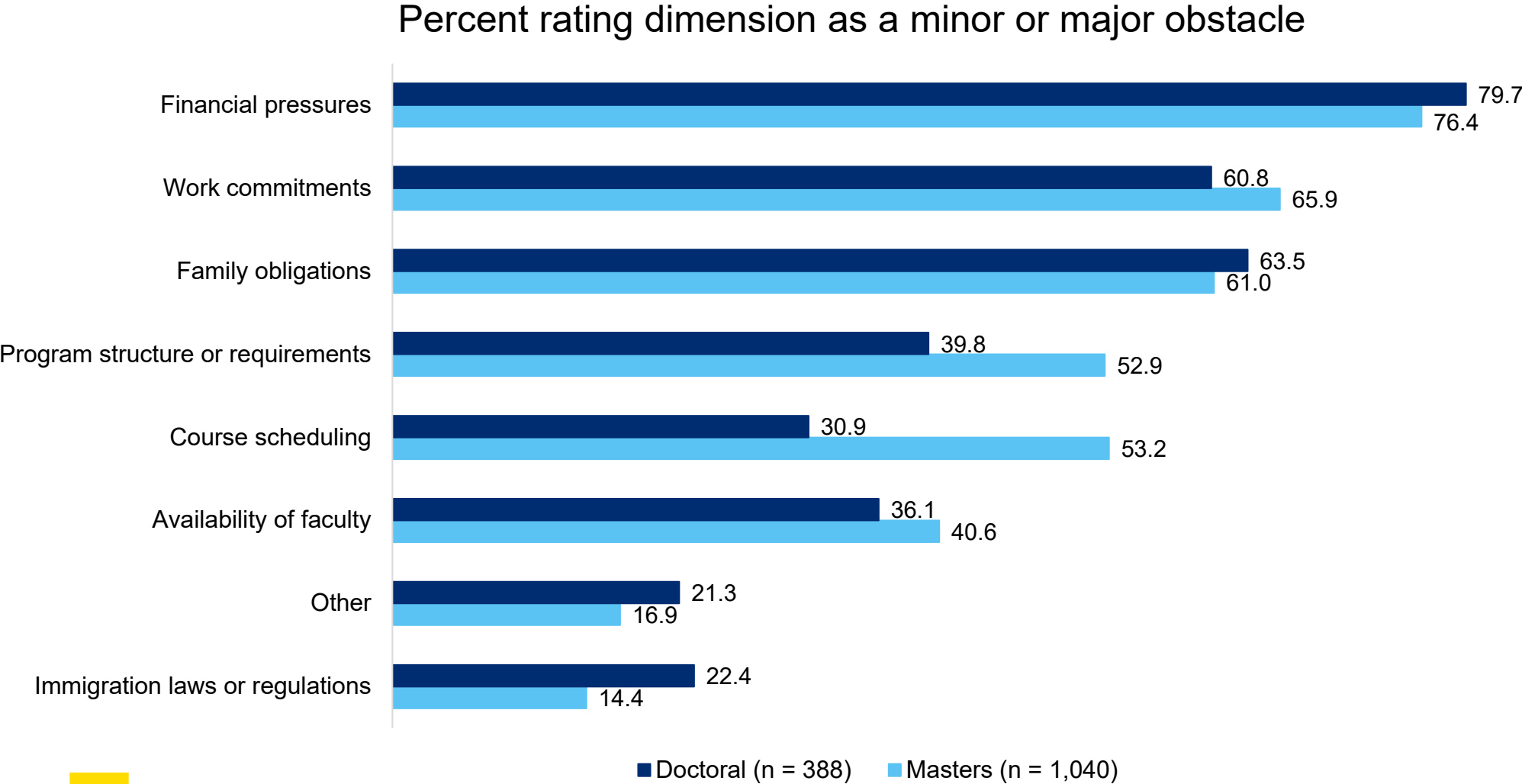
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Obstacles to academic achievement

- Students were asked whether certain factors were obstacles to their academic achievement.
- The factors mostly likely to be identified as obstacles were external to the students' programs:
 - Three-quarters of survey respondents reported financial pressures as a minor or major obstacle to academic achievement.
 - Work commitments and family obligations were other common obstacles to success in respondents' academic progress.
 - The proportion of respondents identifying work commitments and family obligations as obstacles was significantly higher than for peers at Canadian universities.

Figure 8: Obstacles to academic achievement



Social life

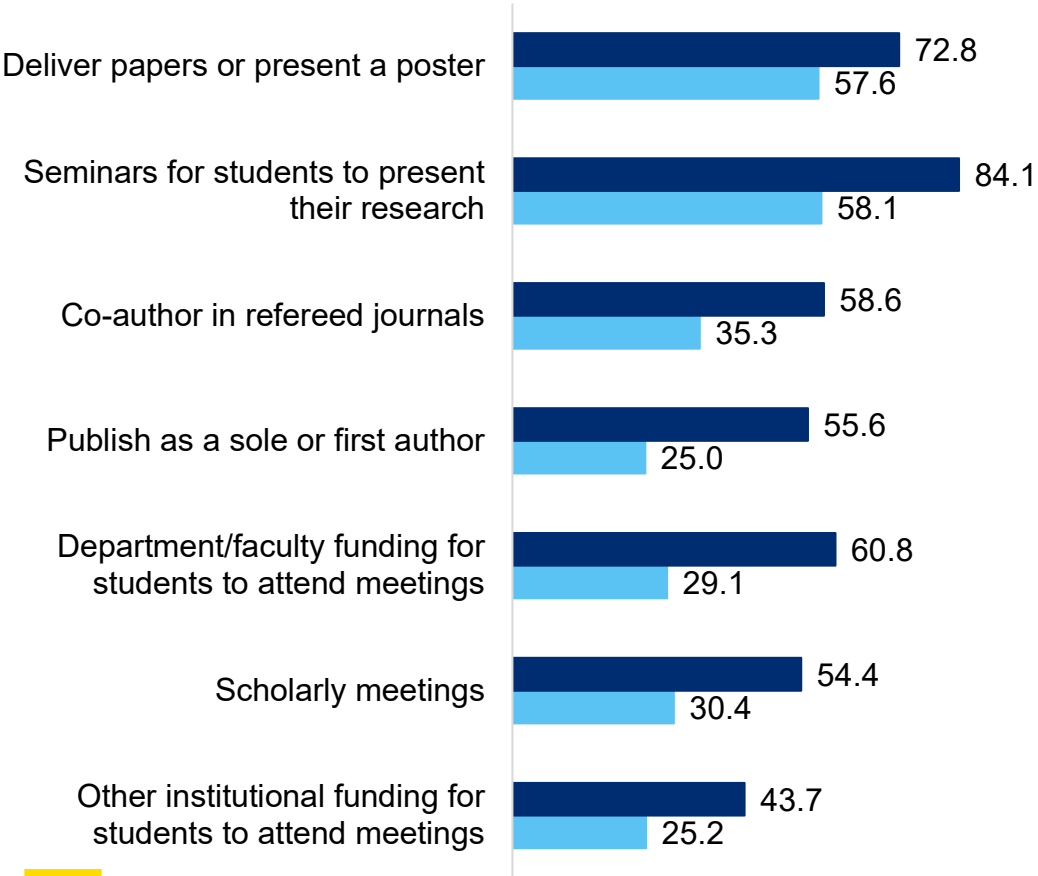
- Students were also asked about social events on-campus. Of the activities available on campus:
 - 97% attended activities organized by their research group;
 - 90% attended department-wide social activities;
 - 89% attended social activities at their residence; and
 - 71% attended university-wide social activities.

Publications and presentation opportunities

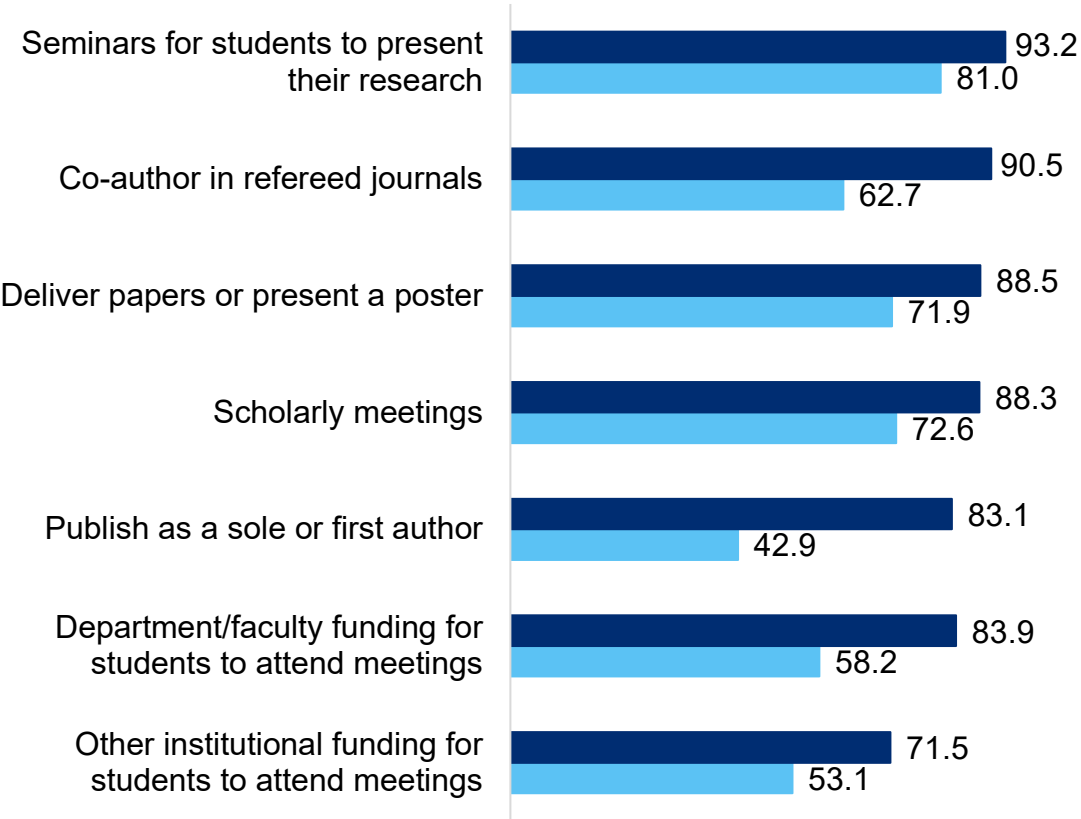
- Respondents in Doctoral and research-focused Masters programs were asked about the prevalence of various activities related to communicating their findings, including attending scholarly meetings, publishing, and presenting their research.
- Doctoral students were more likely to identify opportunities within their department for all activities.
- Most Masters and Doctoral students reported opportunities to present their work, through delivering papers, posters, or seminars, and both groups reported having done so at least once.
- Both groups of students reported having fewer opportunities to obtain funding (departmental or institutional) for these experiences.
- Responses were consistent with 2022 results.

Figure 9: Presentations and publications

Percent reporting there was an opportunity to participate



Percent reporting that they had participated at least once (of those who had an opportunity)



■ Doctoral (n = 388) ■ Masters (n = 1,040)

Assessment of skills development

Academic and professional skills

- The survey includes a series of questions relating to the development of academic and professional skills.
- For research-focused Masters and Doctoral programs, students were the most satisfied with feedback on their research, followed by training that focused on teaching. They were least satisfied with information on career options (shown in Figure 10).
- Doctoral students specifically were most satisfied with the support they received while conducting independent research, while they were least satisfied with information on candidacy examinations (shown in Figure 11).
- 84% of respondents in professionally-focused Masters programs had sufficient advice on professional ethics. Opportunities for experiential learning showed lowest levels of support (shown in Figure 12).

Figure 10: Academic and transferable skills

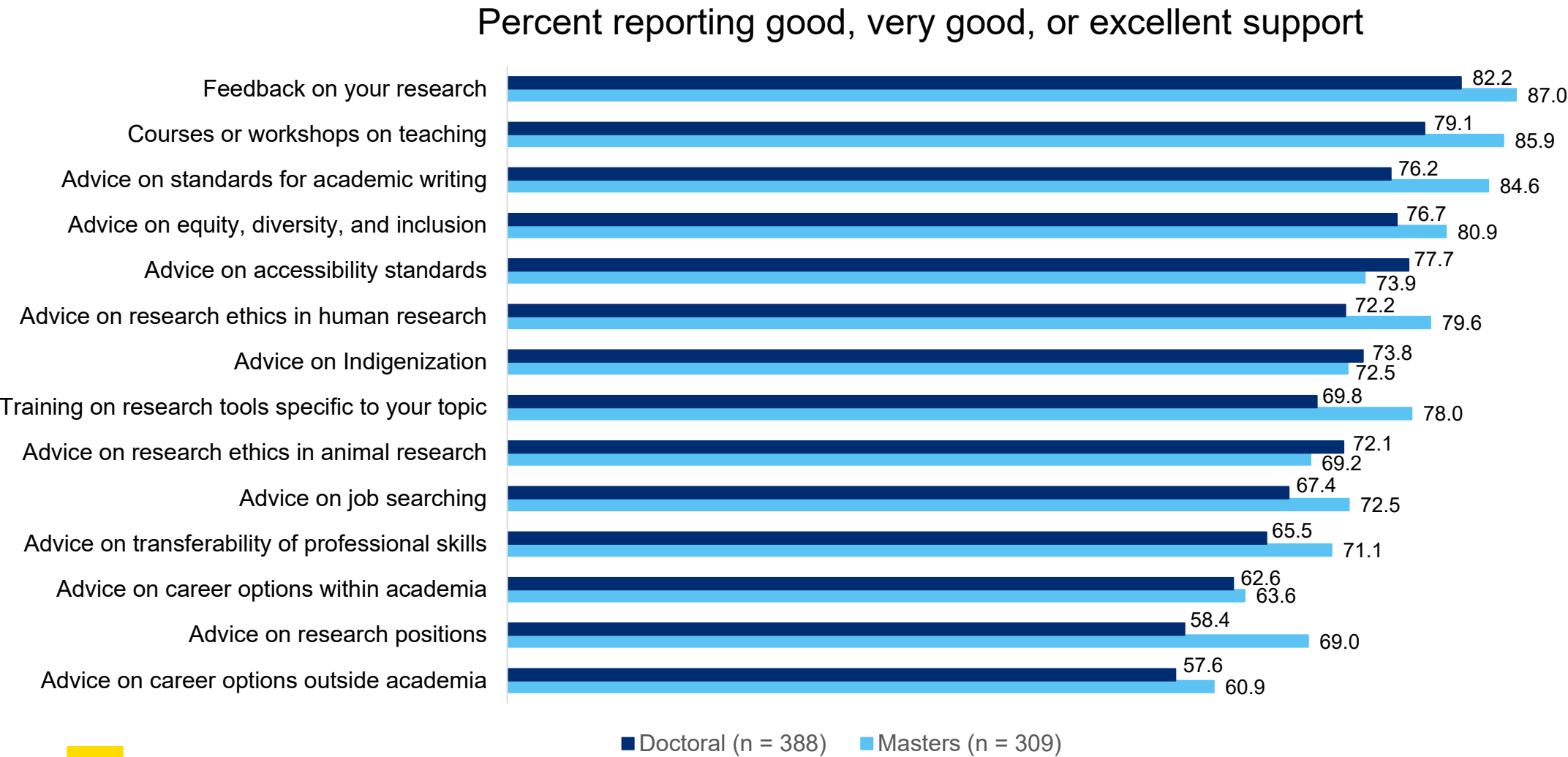


Figure 11: Research skills for Doctoral students

(n = 388)

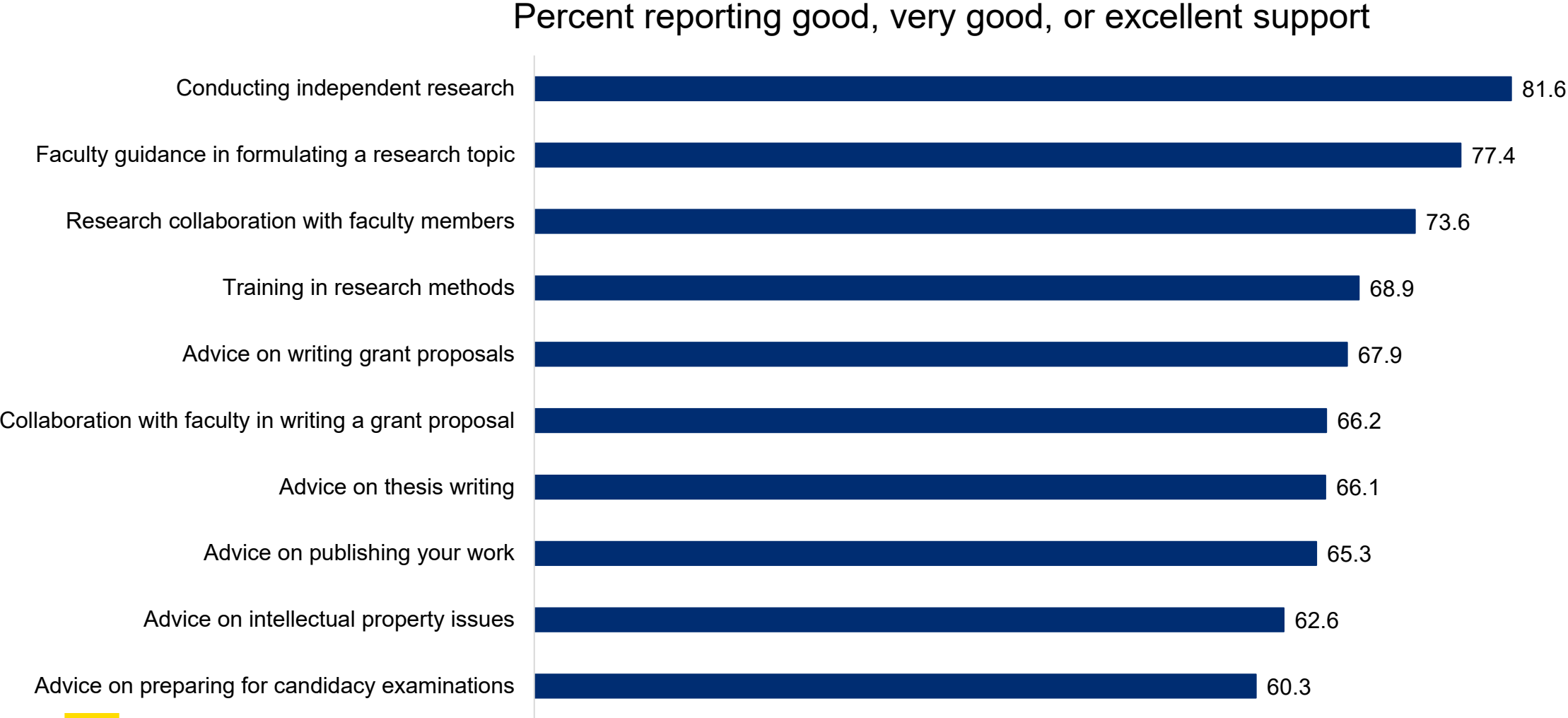
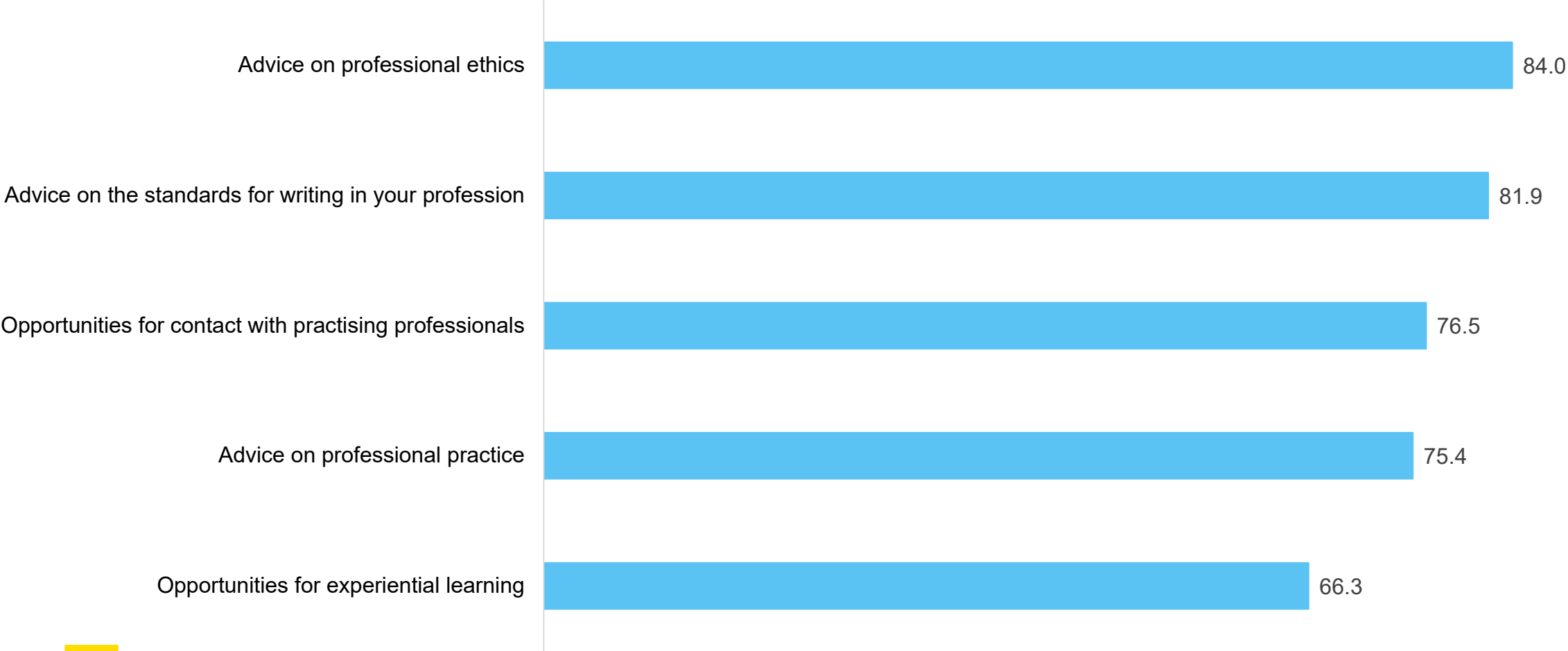


Figure 12: Skills for professionally-focused Masters students (n = 731)

Percent reporting good, very good, or excellent support



Respondent profile

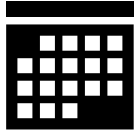
Demographics

- Broadly, the survey respondents represented the graduate student population at TMU in terms of gender, Faculty, and academic load.
- Doctoral students and students in multidisciplinary programs were overrepresented in the survey.
- Students in Community Services, The Creative School, and TRSM were underrepresented.

Category	Sub-category	Survey respondents	Survey %	Graduate* population	Graduate population %
Degree	Masters	1,040	72.8	2,226	76.3
	Doctoral	388	27.2	692	23.7
Gender	Female	797	55.8	1,562	53.5
	Male	604	42.3	1,295	44.4
	Another gender identity	27	1.9	61	2.1
Load	Full-time	1,327	92.9	2,656	91.0
	Part-time	101	7.1	262	9.0
Faculty	Arts	159	11.1	326	11.2
	Community Services	206	14.4	452	15.5
	Engineering & Architectural Science	436	30.5	865	29.6
	Science	150	10.5	306	10.5
	The Creative School	125	8.8	346	11.9
	Ted Rogers School of Management	146	10.2	344	11.8
	Multidisciplinary	206	14.4	279	9.6

*Data includes student headcounts at the Masters & Doctoral levels.

Age, living arrangements, and family



Age: Over 60 percent of respondents were 30 years old or younger.

21-25: 33.7% | 26-30: 31.0% | 31-35: 16.5% | 36-40: 8.0% | 41-45: 5.9% | Over 45: 4.8%



Family: Approximately 60 percent of graduate students were single, while almost 40 percent were married or had a domestic partner.

Divorced: 1.6% | Married: 24.5% | Never married & no domestic partner: 59.0% | Separated: 1.5% | Widowed: 0.1% |
With domestic partner: 13.3%



Children: 85 percent of survey respondents did not have children, while 16 percent had one or more.

One child: 8.0% | Two children: 4.2% | Three children: 2.0% | Four children or more: 0.8% | No children: 85.0%



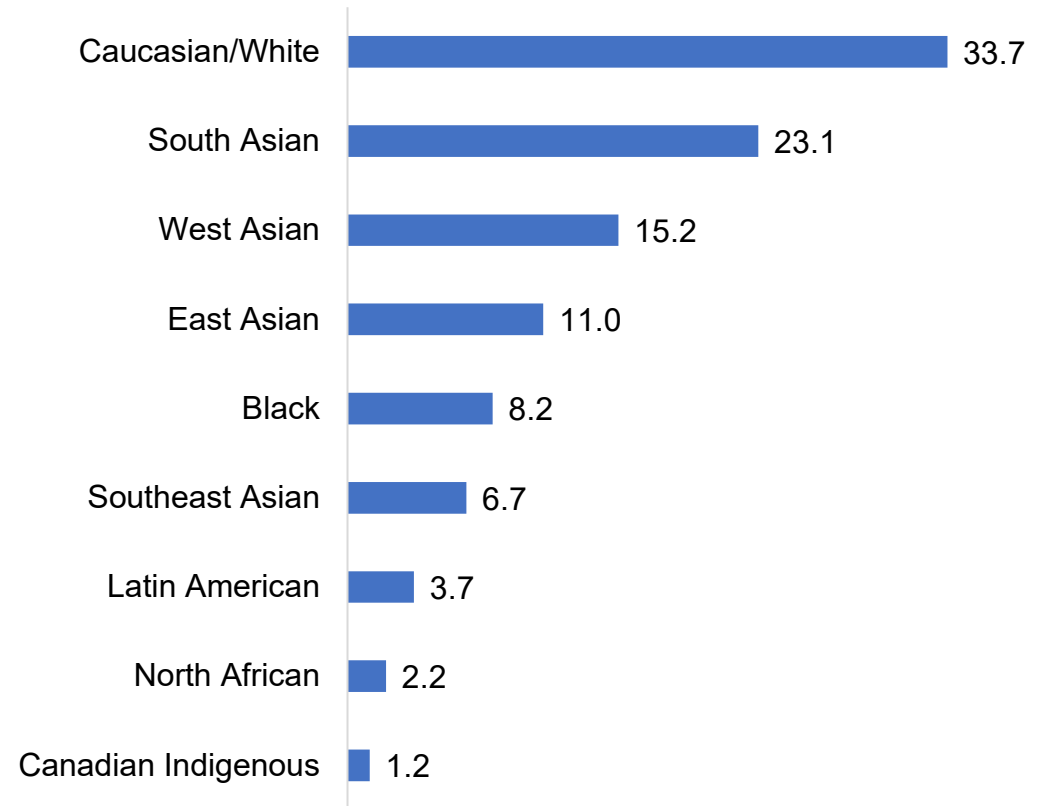
Housing: 92 percent of professional and graduate students lived in off-campus housing.

Off-campus housing: 92.4% | On-campus housing: 0.5% | Other: 7.2%

Diversity at TMU

- 43 percent of survey respondents identified as male, 55 percent as female, and 2 percent as another gender identity.
- 20 percent self-identified as 2SLGBTQ+.
- 19 percent self-identified as international.
- Over 70 percent of students self-identified in at least one racialized group.

Ethnicity: Percent identifying as ...
(Note that because respondents could select more than one category, percentages will not add up to totals on the left.)



Disability and mental health

- 16 percent of students self-identified with a disability / impairment (a decrease from the previous survey in 2022).
- Of these:
 - 58% self-identified with a mental health condition;
 - 42% self-identified with a learning or neurodevelopmental disability;
 - 20% self-identified with a chronic condition;
 - 13% self-identified as being on the autism spectrum;
 - 10% self-identified with sensory challenges; and
 - 8% self-identified with mobility challenges.
- Only half of the students who informed the university of their disability were satisfied with the supports provided (49 percent rated supports as good, very good, or excellent).

Financial support

Financial support

- Among graduate students, teaching assistantships and loans / savings / family assistance were the two most common sources of income used to pay for studies.
- Doctoral students were more likely than Masters students to use assistantships, fellowships, and federal funding as sources of income. Masters students were more likely to rely on loans or savings.
- TMU graduate students were more likely than those at other Canadian universities to access provincial scholarships and university-funded fellowships, and to have had teaching assistantships or other forms of campus employment.
- Students enrolled in research-oriented Masters programs tended to use university supports to a greater extent than those in professionally-oriented Masters programs, who were more likely to use partial scholarships.

Debt

- 60 percent of respondents expected to accumulate at least some debt by the conclusion of their graduate experience (51% of Doctoral students and 63% of Masters students).
- For those who did expect to accumulate debt during their graduate studies, three-quarters of graduate students expected their debt to be under \$30,000 at time of graduation.

Conclusions

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- Generally, graduate students at TMU were satisfied with their experiences during their time at the university:
 - Over 80 percent of graduate students reported having a good, very good, or excellent experience; felt that they belonged in their department and the broader TMU community; and rated the quality of the teaching as good, very good, or excellent.
 - Student life experience and opportunities for interactions outside their departments are areas where students reported lower levels of satisfaction.
 - Numerous services received satisfaction ratings of 80 percent and above, library being the highest rated and most used service. Housing saw lower levels of satisfaction.
 - Students generally also reported lower levels of satisfaction when it came to information about careers and job prospects (inside and outside academia).
- Questions and comments on these survey results can be directed to the University Planning Office: upo@torontomu.ca