



# Master's 2021 Student Experience Survey Report

Provided by the Provost's Office

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# Master's 2021 Student Experience Survey Executive Summary

The Master's Student Experience Survey is administered periodically by the Provost's Office to master's-level enrolled students at the Graduate Center to gather information on students' experiences and satisfaction with their educational experiences. The student feedback from the survey informs the plans made by administrators and program leaders. The survey was administered in October 2021 to all enrolled master's students. It had a robust response rate of 38%.

Information was gathered in seven key areas: Current Status and Graduation Plans; Program Information and Academic Advising; Diversity, Equity, and Inclusion; Professional Development and Career Advising; Community Building; Support and Obstacles; and Impacts of COVID-19. The survey was developed by the Office of Institutional Research and Effectiveness in collaboration with Graduate Center senior administrators, academic program leaders, and students.

Several reports are prepared for the administrators and the community to better understand students' perspectives and input. They are:

- (1) ***a full master's student survey report***, which provides **institutional-level** data tables, doctoral comparisons, and data highlights;
- (2) ***a full doctoral student survey report***, which provides **institutional-level** data tables, cluster and level comparisons, and data highlights;
- (3) ***a doctoral diversity-focused supplemental report***, to understand the experiences and satisfaction for different student groups, by gender, race/ethnicity, and domestic/international status.
  - a. Due to the lower numbers of master's survey respondents, it is not possible to produce a similar report for the master's students without compromising confidentiality of the data;
- (4) ***a doctoral program-comparison supplemental report***, which offers further comparison between doctoral programs, cluster-level highlights, and major takeaways.
- (5) ***individual doctoral and master's program reports***, which offer **program-level** data and are provided directly to executive officers and program directors.

This executive summary presents highlighted results drawn from the full master's student survey report. This summary primarily presents overall findings for all the master's programs; however, **due to the variety in the results between programs it is also important to read the individual program reports<sup>1</sup>.**

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<sup>1</sup> Please contact [institutionalresearch@gc.cuny.edu](mailto:institutionalresearch@gc.cuny.edu) for individual program reports.

## Highlighted Findings of the Master’s Student Experience Survey

Provided below are key findings from the Master’s Student Experience Survey, organized by survey section. Each section represents one area of the student survey and findings have been divided by strengths and concerns. The strengths present areas where student experiences are strongly positive and student satisfaction is high. The concerns present areas of concern that may need further attention, action, or resources. In order to better contextualize the data and percentages presented, tables on student enrollment are presented below.

### An Overview of the Response Rates by Different Groups

**Table 1: Enrollment status response rates<sup>2</sup>**

Response	# survey responses	Response rate
Full-time	97	56%
Part-time	128	30%
Other	4	--
<i>Missing</i>	16	--

**Table 2: Gender response rates**

Response	# survey responses	Response rate
Female	140	39%
Male	72	29%
Transgender/ Nonbinary	17	--
<i>Prefer not to say/Missing</i>	15	--

**Table 3: Race/ethnicity response rates<sup>3</sup>**

Response	# survey responses	Response rate
Asian	38	48%
Black/African American	16	22%
Hispanic/ Latino	32	30%
Two or more races	5	35%
White	104	28%
<i>Prefer not to say/Missing</i>	59	--

**Table 4: Domestic/international response rates**

Response	# survey responses	Response rate
International	20	34%
Domestic	210	38%
<i>Missing</i>	15	--

Some student groups are better represented than others. Full-time master’s students responded to this survey at a rate of 42% despite making up 28% of total enrollment. Conversely, part-time students, who make up 72% of total enrollment, responded to the survey at a rate of 56%. Male students are underrepresented in the survey as they make up 41% of total enrollment, but only 31% of respondents. Similarly, white students are underrepresented in the survey, making up 58% of enrolled students but only 50% of respondents.

<sup>2</sup> All response rates indicate the rate at which students from this group responded to the survey, based on their Fall 2021 enrollment numbers, and the numbers who responded to the survey.

<sup>3</sup> Response rates by race/ethnicity groups were generated using the federal definitions of race/ethnicity enrollment, which excludes international students from these categories. All other race/ethnicity data provided in the reports includes students who have self-identified themselves within one or more race/ethnicity.

## Current Status and Graduation Plans

### Strengths:

- Two-thirds of the survey respondents are living in NYC when they apply to their program. Only 15% are living outside of New York State when they apply.
- Master's students are evenly split among those who plan to pursue further opportunities in their current career, continue on to a doctoral program, or pursue a new career.
- Over half of the master's students learn about the GC through online searches.

### Concerns:

- Compared to doctoral students, fewer master's students learn about the GC in the admissions process from an undergraduate academic adviser or GC professor (6% master's vs. 23% doctoral).
- 19% of the master's students are not sure what they plan to do after achieving their degrees.

## Program Information and Academic Advising

### Strengths:

- 89% of master's students would recommend their program to other students considering graduate studies in their field.
- 85% or higher rate the quality of their education and of faculty teaching as good or excellent.
- 83% agree that their adviser is available when needed.

### Concerns:

- While students generally agree that their advisers are available, a third of the master's students feel they do not receive constructive feedback/advising on their progress to degree.

## Diversity, Equity, and Inclusion

### Strengths:

- Master's students are satisfied with the racial and ethnic diversity of the student body (91%) and staff (89%) in their programs.
- Master's students feel there is value and respect for all types of differences (e.g., religion, sexual orientation) in their programs (90%+).
- 90% or more report they had not been discriminated against, witnessed discrimination, been sexually harassed, or reported any incidents.
- Students indicate that there is a culture of inclusion in the classroom, with 70%+ reporting that instructors provide accommodations for disabilities, have open and meaningful discussions and encourage students from diverse backgrounds to work together.

### Concerns:

- Students are less satisfied with the diversity of their faculty (25% dissatisfied).

## Professional Development and Career Advising

### Strengths:

- About two thirds of master's students receive some professional development support.

### Concerns:

- A low percentage of master's students receive job-related professional development, including any training in seeking internships (19%), creating resumes (16%), or preparing for job interviews (9%).
- 36% of master's students report they do not receive any professional development.

## Community Building

### Strengths:

- About two-thirds of master's students feel a sense of community and belonging at the GC, similar to doctoral students.
- About two-thirds of master's students are satisfied with the activities available to promote social interaction inside their program. Similarly, about two-thirds are satisfied with the student activities and events (e.g., student government) offered by the GC, outside their program.

### Concerns:

- Similar to doctoral students, about one-third of master's students do not feel a sense of community and belonging at the GC or are dissatisfied with the activities available.
- Fewer master's students than doctoral students attended online scheduled program events. 24% of the master's students did not attend any scheduled social online events. 31% were not sure if any had been scheduled or report that none were scheduled.

## Support and Obstacles

### Strengths:

- 82% rate educational support offices as excellent (e.g., Teaching and Learning Center, Writing Center).

### Concerns:

- For a third of the master's students, course scheduling is an obstacle to their academic progress. Some students also wrote in further explanations about the obstacles created by course scheduling, many citing that they could not take the courses they wanted because of timing or because they are not doctoral students.
- One-fourth of students report adjusting to program culture is an obstacle to their academic progress.

## Impacts of COVID-19

### Strengths:

- Master's students are generally satisfied with the GC's and instructors' support during COVID-19, such as in the areas of instructor flexibility (92% satisfied) and availability (91%) and availability of hardware (83%).
- 89% of Students are satisfied with the overall quality of instruction and 83% are satisfied with the effectiveness of remote instruction.
- Master's students are most concerned about their abilities to financially support themselves (44%) and access to their advisers (40%)

### Concerns:

- Half of the master's students report that their degree timeline changed as a result of COVID-19.
- 31% of master's students (10% more than doctoral students) report that their postgraduate plans changed.
- Students are least satisfied with their access to mental health support during COVID-19 (28% dissatisfied), although they are more satisfied than the doctoral students (41% dissatisfied).

## Conclusion

The findings of the Master's Student Experience Survey reveal many areas where master's students are satisfied with their educational experiences at the Graduate Center. Master's students are mostly satisfied with their programs and with the quality of their education and teaching, and most report that their advisers are available when needed. Students feel there is value and respect for diversity at the Graduate Center and that there is a culture of inclusion in the classroom. Very few report any negative incidents such as discrimination or harassment. Despite the negative impacts of COVID-19, most master's students have been pleased with the GC's response to the pandemic, from availability of hardware to instructors' flexibility with attendance. Master's students appear to have been less impacted negatively by COVID-19 than the doctoral students.

The findings also indicate areas for further examination, attention, support, or change. Academically, master's students are less happy with the opportunities to collaborate across disciplines and to build their skills in this area. More than half report that their education contributes little or none to their skills in collaboration and time management and a third indicate that their degree does not contribute to self-reflection, self-improvement, and understanding of responsible research conduct. A third of master's students also report that their instructors don't motivate them to work hard. In the area of diversity, master's students are least satisfied with the diversity of their faculty, similar to doctoral students. Over one third of master's students lack a feeling of community at the GC, including in the available activities within their program to promote social interaction, also similar to the doctoral students.

In the area of academic progress to degree and post-degree planning, master's students also report that a significant obstacle to their academic progress is course scheduling. There are many pressing obstacles to students' academic success — financial, family obligations and the lack of sufficient mental health support. However, work obligations are the biggest factor, with more than half of master's students reporting that as an obstacle to obtaining their degree. Additionally, a third of the master's students report that their advisers don't provide constructive feedback on their progress to their degree. Eighty-percent or more report that they do not receive job-related professional development, such as how to find an internship, create a resume or prepare for an interview. The low percentage could be related with the fact that one-third of master's students plan to pursue a doctoral degree and 19% are not even sure what they plan to do after achieving their degree. Half of the master's students report that their degree timeline changed as a result of COVID-19. A third of master's students (10% more than doctoral students) report that their postgraduate plans changed due to COVID-19.

This Executive Summary provides an overview of the more detailed findings of the 2021 survey, available in the full report as well as the individual program-level reports. We hope it will be used as a starting point for understanding this important student feedback. We are grateful to the students for sharing their experiences and contributing to improving the Graduate Center for all students.

A working group is being formed, consisting of faculty, administrators, and students to review the survey findings in detail and deliver recommendations for action steps in response. Those recommendations will be added to the final version of this report.

# Master's 202 Student Experience Survey Full Report

The Master's Student Experience Survey is given to Master's-level enrolled students at the Graduate Center by the Provost's Office periodically to gather feedback from students on their experiences and satisfaction while at the GC<sup>4</sup>. In October 2021, The Office of Institutional Research and Effectiveness sent out the survey using emailed individual links to students to ensure security of the survey. Two reminders were sent during the open survey period to students who had not yet responded. Requests to complete the survey were sent on October 19, 2021, again on October 26, and finally on November 1. In addition to direct emails, students were notified about the survey through a GC news story posted to the website, an institution-wide Community Notice, lobby screens, encouragement from their Executive Officers and master's directors, and emails from the Doctoral and Graduate Students' Council. Additionally, students who completed the survey were entered into a lottery for a chance to win one of 20 \$50 gift cards. **The response rate to the survey was 38% with a completion rate of 92%.**

The privacy and confidentiality of GC students is prioritized and protected throughout the survey administration, analysis, and reporting process. We greatly appreciate the willingness of students to share their feedback. All personally identifying information is removed from the survey data and is only reported in aggregate. In program and major group analyses, in cases where there are fewer than 5 students, we do not provide information. Individual-level survey data is not available.

Information was gathered in seven key areas: Current Status and Graduation Plans; Program Information and Academic Advising; Diversity, Equity and Inclusion; Professional Development and Career Advising; Community Building; Support and Obstacles; and Impacts of COVID-19. The survey was developed by the Office of Institutional Research and Effectiveness in collaboration with GC senior administrators, academic program leaders, and students.

The results are presented for each area below. Each section contains the following structure:

- *overall findings* –an overview of the entire section, with key findings summarized.
- *data tables* – all collected quantitative data for each survey question.
- *data highlights* –key findings from the tables. Where appropriate, positive findings are indicated with a green bullet and areas of concern are highlighted with a red bullet.

In questions with four-point scales or more (e.g., those which asked students to rate between excellent, good, fair, or poor), the two cells with the highest percentages of student responses are highlighted in each table to assist in reading the table.

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<sup>4</sup> The prior Master's Student Experience Survey was administered in Spring 2017. While the intent of the Provost's Office is to administer the survey biennially, multiple factors delayed its rollout, including administration turnover and COVID-19.

## CURRENT STATUS AND GRADUATION PLANS

**Overall notes:** Students who enrolled this academic year or last year made up the greatest percentage of survey respondents (81%). Online searches are the primary way that master's students learn about the Graduate Center. Master's students are evenly split amongst those who plan to pursue further opportunities in their current career, pursue a new career, or continue on to a doctoral program.

**Table 1: In what academic year did you begin your master's program?**

Year	%
2021-22	42%
2020-21	39%
2019-20	14%
2018-19	4%
2017-18 or before	2%

**Table 2: Are you currently enrolled in a course?**

Response	%
Yes	98%
No	2%

**Data highlights:**

- 81% of the survey respondents began their master's program this year or last year.
- Current master's enrollment is well represented by the percentages of survey respondents. The largest difference in representation is in students who entered in 2021-22. New students are 36% of total master's enrollment but make up 42% of the survey respondents.

**Table 3: Where were you living when you applied to your master's program?**

Response	Master's	Doctoral
In the New York City area	76%	48%
In New York State, outside New York City	9%	7%
In the United States, outside New York State	12%	22%
Outside the United States	3%	23%

**Data highlights:**

- Three-quarters of master's students are living in NYC when they apply to their program, compared to only half of the doctoral students.
- Only 12% are living outside of New York State when they apply and 3% apply from non-U.S. countries or areas.

**Table 4: How did you learn about the Graduate Center?**

Response	Master's	Doctoral
Online searches	53%	40%
Friends or family	17%	22%
Graduate Center professor	13%	23%
Graduate Center information session	11%	6%
Undergraduate academic adviser	6%	23%
Advertising or promotional materials	2%	2%
Other	18%	13%

**Data highlights:**

- Online searches are the primary way that master’s students learn about the Graduate Center.
- Compared to doctoral students, very few learn about the GC from an undergraduate academic adviser or GC professor.

**Table 5: What do you plan to do after you receive your master's degree?**

Response	%
Pursue further opportunities in my current career	34%
Continue education in doctoral studies	32%
Pursue a new career	32%
Not sure	19%
Other	2%

Note: Percentages add to more than 100% due to the ability to select more than one option.

**Data highlights:**

- Master’s students are evenly split amongst those who plan to pursue further opportunities in their current career, pursue a new career, or continue on to a doctoral program.
- 19% of the master’s students are not sure what they plan to do after achieving their degree.

## PROGRAM INFORMATION AND ACADEMIC ADVISING

**Overall notes:** Students feel positively about their programs and the quality of their education and faculty teaching. While students generally agree that their advisers are available, a third of the master’s students feel they do not receive constructive feedback/advising on their progress to degree.

**Table 6: I would recommend my program to other students considering graduate studies in my field.**

Response	%
Strongly agree	54%
Somewhat agree	35%
Somewhat disagree	7%
Strongly disagree	3%

**Data highlights:**

- + 89% of master’s students would recommend their program to other students considering graduate studies in their field.

**Table 7: Please rate each of the following aspects of your program:**

Question	Excellent	Good	Fair	Poor
Quality of the graduate education	45%	42%	11%	1%
Quality of faculty teaching	49%	36%	12%	2%
Helpfulness of staff members in my program	44%	34%	17%	4%
Ability of instructors to motivate students to work hard	31%	37%	24%	8%
The opportunity to collaborate across disciplines	27%	34%	28%	11%

**Data highlights:**

+ 85% or higher rate the quality of their education and of faculty teaching as good or excellent.

**Table 8: Please indicate the extent to which your graduate education at the GC has contributed to your knowledge and skills in the following areas:**

Question	Very much	Quite a bit	Some	Very little or none
Self-reflection and self-improvement	33%	29%	27%	11%
Understanding principles of responsible conduct of research	25%	39%	26%	9%
Collaborating outside my discipline	19%	29%	34%	19%
Time management	16%	26%	40%	18%

**Data highlights:**

+ The majority of master's students report that their education at the GC contributes to their knowledge and skills indicated above. However, about one-fifth of students report that their education contributes very little or none in the areas of collaborating outside of their discipline and time management.

**Table 9: Please indicate your level of agreement with each of the following statements about your adviser.**

Question	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I receive timely, constructive feedback on my progress towards my degree from my adviser	31%	38%	16%	15%
My adviser shows concern for my progress and well-being as a student	39%	35%	14%	12%
My adviser makes himself/herself available when I need it	50%	33%	10%	7%

**Data highlights:**

+ 83% agree that their adviser is available when needed.  
 - 31% do not feel they receive timely, constructive feedback on their progress towards their degree from their adviser.

## DIVERSITY, EQUITY, AND INCLUSION

**Overall notes:** Master’s students are satisfied with the racial and ethnic diversity of the student body and staff in their program but are less satisfied with the diversity of their faculty, similar to the doctoral students. Master’s students feel there is value and respect for all types of differences in their programs and a culture of inclusion in the classroom.

**Table 10: Please rate your satisfaction with the racial/ethnic diversity of each of the following in your program:**

Question	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Faculty	25%	51%	17%	8%
Student body	45%	46%	7%	2%
Staff	30%	59%	10%	1%

**Data highlights:**

- + Master’s students are satisfied with the racial and ethnic diversity of the student body (91%) and staff (89%) in their program.
- Students are less satisfied with the diversity of their faculty (25% dissatisfied).

**Table 11: Please rate your satisfaction with the level of value and respect for the following types of differences within your program.**

Question	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Religion	44%	50%	5%	1%
Sexual orientation	51%	45%	3%	0%
Gender expression	49%	45%	5%	1%
Race/ethnicity	48%	43%	8%	1%
Immigration status	51%	44%	5%	1%
Expression of diverse beliefs	45%	46%	6%	3%

**Data highlights:**

- + Master’s students feel there is value and respect for all types of differences in their programs (90%+).

**Table 12: Since the beginning of your enrollment at the GC, have you ever:**

Question	Never	Sometimes	Often
Been discriminated against or excluded from activities	94%	4%	2%
Witnessed discrimination	90%	8%	2%
Reported an incident of discrimination to a campus authority	96%	4%	0%
Reported an incident of sexual harassment to a campus authority	100%	0%	0%
Been sexually harassed	99%	1%	0%

**Data highlights:**

- + 90% or more report they have not been discriminated against, witnessed discrimination, been sexually harassed, or reported any incidents.

**Table 13: Please indicate how many of your instructors in your program:**

Question	All	Most	Some	Very few or none
Encourage students from diverse backgrounds to work together	50%	26%	17%	8%
Turn controversial topics into meaningful discussions	43%	31%	16%	10%
Have open discussions about privilege, power, oppression, and colonization	44%	29%	12%	16%
Ensure students are accommodated for disabilities or medical conditions	53%	26%	13%	9%

**Data highlights:**



Students indicate that there is a culture of inclusion in the classroom, with 70%+ reporting that instructors provide accommodations for students with disabilities, have open and meaningful discussions, and encourage students from diverse backgrounds to work together.

## PROFESSIONAL DEVELOPMENT AND CAREER ADVISING

**Overall notes:** About a third of master’s students report that they have not received professional development. Only a small percentage of students report that they have received job-related professional development.

**Table 14: During the time you have been enrolled at the GC, indicate whether you have received instruction, practice, professional development, or training in any of the following areas.**

Response	%
Conducting independent research/scholarship	44%
Oral communication and presentation skills	35%
Seeking out and obtaining internships	19%
Creating written materials (CVs, resumes, letters, etc.) for your job search	16%
Preparing for job interviews	9%
Other	5%
I have not received PD in any of these areas	36%

**Data highlights:**



36% of master’s students report they do not receive any professional development.



Very few master’s students receive job-related professional development, including training in seeking internships (19%), creating written materials for job search (16%), or preparing for job interviews (9%).

## COMMUNITY BUILDING

**Overall notes:** Similar to doctoral students, two-thirds of students feel a sense of community and belonging while about one-third of master's students don't feel this way. One-third are dissatisfied with the activities available. Fewer master's students than doctoral students attended online scheduled program events. 24% of the master's students did not attend any scheduled social online events. 31% were not sure if any had been scheduled, or report that none were scheduled.

**Table 15: I feel a sense of community and belonging at the GC.**

Response	%
Strongly agree	17%
Somewhat agree	47%
Somewhat disagree	23%
Strongly disagree	13%

**Data highlights:** ● Similar to doctoral students, about two thirds of students feel a sense of community and belonging at the GC, while one-third do not.

**Table 16: I am satisfied with my program's activities to promote social interaction within my program.**

Response	%
Strongly agree	19%
Somewhat agree	48%
Somewhat disagree	20%
Strongly disagree	13%

**Data highlights:** ● Two-thirds of students are satisfied with the activities in their program, while one-third are not satisfied.

**Table 17: I am satisfied with the student activities and events (e.g., student government, student clubs) that are available outside my program at the GC.**

Response	%
Strongly agree	18%
Somewhat agree	43%
Somewhat disagree	25%
Strongly disagree	14%

**Data highlights:** ● Almost two-thirds of students are satisfied with the activities outside their program; 39% are not satisfied.

**Table 18: Did your program schedule online events or get-togethers so you, your classmates, and faculty members could interact with each other?**

Response	Master's	Doctoral
Yes, and I attended one or more	45%	60%
Yes, but I did not attend	24%	20%
No	15%	13%
Not sure	16%	7%

**Data highlights:**

- 24% of the master's students did not attend any scheduled social online events. 31% are not sure if any had been scheduled or report that none were scheduled.
- 15% fewer master's students than doctoral students attended online scheduled program events.

## SUPPORT AND OBSTACLES

**Overall notes:** One-third of students report course scheduling as an obstacle to their academic progress. One-fourth of students report adjusting to program culture is an obstacle to their academic progress. More common are personal obstacles, such as work obligations, finances, family obligations, and mental health resources, similar to doctoral students. The majority of students report that they receive support from educational support offices (Teaching and Learning Center, Writing Center, etc.) and other student service offices.

**Table 19: Which of the following factors have been an obstacle to your academic progress.**

Response	%
Course scheduling	34%
Adjusting to program culture	26%
Difficulty of class or other program work	22%
Availability of faculty	12%
Program requirements	10%
Other	23%
I have had no obstacles to my academic progress	22%

**Data highlights:**

- For a third of the master's students, course scheduling is an obstacle to their academic progress. One-fourth of students report having difficulty adjusting to program culture.
- 23% of the students wrote in their own obstacles. Top reasons include issues with course scheduling (many citing that they cannot take the courses they want because of timing or because they are not doctoral students), COVID-19, job responsibilities, and other academic issues.

**Table 20: Which of the following factors have been an obstacle to your progress in completing your degree?**

Response	%
Work obligations	58%
Finances	35%
Family obligations	31%
Mental health resources	23%
Housing	12%
Transportation	10%
Physical health resources	8%
Immigration issues, laws, or regulations	2%
Other	6%
No factors have been obstacles to completing my degree	19%

**Data highlights:**

- Work obligations are the most commonly cited obstacle to achieving a degree (58%). In contrast, 41% of doctoral students cite work obligations as an obstacle.
- Similar to doctoral students, master’s students report finances (35%), family obligations (31%), and mental health resources (23%) as the other top obstacles.
- Other responses include COVID-19 and personal life issues.

**Table 21: Indicate the quality of your interactions with the following offices:**

Question	Excellent	Good	Fair	Poor
Student services offices (Career services, Counseling services, etc.)	26%	43%	26%	6%
Other administrative offices (Registrar, Financial Aid Office, etc.)	28%	39%	25%	7%
Educational support offices (Teaching and Learning Center, Writing Center, etc.)	32%	50%	15%	3%

**Data highlights:**

- 82% rate educational support offices as excellent or good.
- 65%+ rate student services and other administrative offices as good or excellent.

## IMPACTS OF COVID-19

**Overall notes:** Half of the master's students report that their degree timeline changed as a result of COVID-19. Master's students are most concerned about financially supporting themselves and access to their advisers. They are generally satisfied with the GC's and instructor's support during COVID-19 and least satisfied with their access to mental health support.

**Table 22: Did you experience any of the following as a result of the COVID-19 pandemic?**

Response	Master's	Doctoral
The timeline for completing my master's degree changed	47%	58%
My plans about where to live were affected	40%	45%
My immediate postgraduate employment or education plans changed	31%	21%
My research was disrupted	23%	69%
Funding for my master's studies was reduced or suspended	12%	15%
My graduate experience or career plans changed in other ways	24%	20%

**Data highlights:**

- Half of the master's students report that their degree timeline changed as a result of COVID-19.
- 31% of master's students (10% more than doctoral students) report that their postgraduate plans changed.
- In all other areas, fewer master's students have been impacted by COVID-19 than doctoral students.
- Students wrote in other more complex impacts, such as the impact of COVID-19 on a job and finances/funding, which then impacted the academic experience.

**Table 23: Over this academic year (2021/22), what is your level of concern about the following issues relating to the COVID-19 pandemic?**

Question	Not at all concerned	Slightly concerned	Moderately concerned	Extremely concerned
Your ability to financially support yourself	29%	30%	22%	20%
Progress to complete your degree requirements	32%	35%	24%	8%
Delay in your graduation date	44%	31%	17%	8%
Ability to succeed in online environment	40%	27%	19%	14%
Access to mentorship/advisers	25%	35%	22%	18%

**Data highlights:**

- Students are most concerned about their ability to financially support themselves (44%) and access to their advisers (40%)

**Table 24: Please rate your satisfaction with the GC in the following areas since the beginning of the COVID-19 pandemic.**

Question	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Instructor flexibility in responding to student concerns	49%	43%	8%	1%
Instructor availability via virtual office hours or by email	45%	46%	9%	0%
Overall quality of instruction	39%	50%	10%	1%
Flexibility with attendance policy	34%	52%	10%	4%
Access to library services	34%	49%	11%	7%
Mental health support for students	33%	39%	20%	8%
Effectiveness of remote instruction	32%	51%	14%	2%
Availability of computing hardware (e.g. laptop loan, WiFi hotspot)	32%	51%	11%	7%
Access to academic support services (e.g., tutoring center)	31%	47%	14%	8%

**Data highlights:**

- + 89% of Students are satisfied with the overall quality of instruction and 83% are satisfied with the effectiveness of remote instruction.
- + Students are generally satisfied with their instructors’ flexibility and availability during COVID-19.
- Students are least satisfied with their access to mental health support during COVID-19 (28% dissatisfied).

**Table 25: If the COVID-19 pandemic persists into the 2022-2023 academic year, in what modality would you prefer your courses be taught?**

Response	%
Entirely remote	39%
Hybrid (partially in-person, partially remote)	45%
Entirely in-person	16%

**Table 26: If the response to the previous question is hybrid (partially in-person, partially remote) - What portion of the course would you prefer be taught in-person (entirely at the GC)?**

Response	%
Less than 50%	22%
50%	55%
More than 50%	23%

**Data highlights:**

- If COVID-19 persists into the next academic year, about 45% of students would like classes to meet on a hybrid schedule.
- 55% of students would prefer that hybrid courses be taught 50% in person.