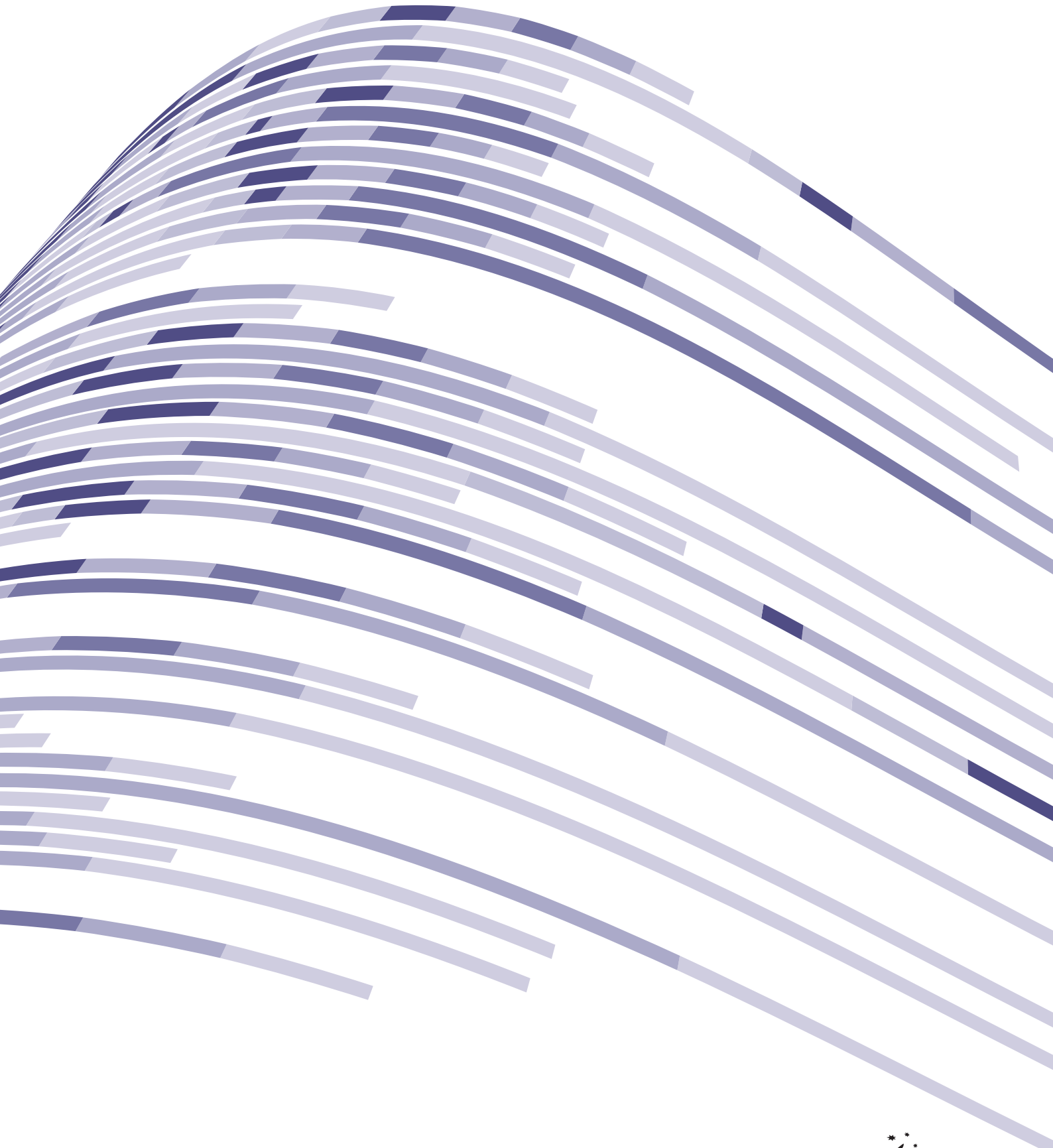


POSTGRADUATE RESEARCH EXPERIENCE 2010
A Report of the Postgraduate Research Experience Questionnaire



Postgraduate Research Experience 2010

A REPORT OF THE POSTGRADUATE
RESEARCH EXPERIENCE QUESTIONNAIRE



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INTRODUCTION

“...graduates are asked to respond to 28 statements concerning seven aspects of their research degree.”

Welcome to *Postgraduate Research Experience 2010*, the 11th annual report into the research experience perceptions of doctoral and research masters graduates who completed a research degree from an Australian higher education institution in 2009 and responded to the 2010 Postgraduate Research Experience Questionnaire (PREQ). In the PREQ, graduates are asked to respond to 28 statements concerning seven aspects of their research degree.

The seven aspects are:

- supervision
- intellectual climate
- skill development
- infrastructure
- thesis examination
- goals and expectations
- overall satisfaction.

The facets of the postgraduate research experience measured by the PREQ are summarised in Table 1.

Like the other reports of the 2010 Australian Graduate Survey (AGS), this edition has been condensed and only essential content has been included in order to provide a more accessible report that can be comprehended at a glance. A range of supplementary tables and figures that present PREQ results in much more detail are available for download in Microsoft Excel format from the Graduate Careers Australia (GCA) website at www.graduatecareers.com.au/Research/ResearchReports/PostgraduateResearchExperience.

t1: Qualities of the postgraduate research experience measured by PREQ

Title	Focus	Items
Supervision	the accessibility and quality research degree supervision	6
Intellectual Climate	the learning community and conditions provided by the institution	5
Skill Development	the extent of generic analytical and communication skill development	5
Infrastructure	the quality of learning infrastructures such as space, equipment and finance	5
Thesis Examination	whether the examination process was timely, fair and satisfactory	3
Goals and Expectations	the clarity of learning structures, requirements and standards	3
Overall Satisfaction	overall satisfaction with the recently completed degree	1

1.0

INTERPRETING PREQ RESULTS

By convention, item and scale statistics are reported in a -100, -50, 0, 50 and 100 reporting metric that corresponds to the five-point response scale.¹ In addition, mean percentage agreement and mean percentage broad agreement scores are presented throughout this report. Mean percentage agreement scores reflect the mean distribution of responses in the *agree* and *strongly agree* response categories and can therefore be interpreted as the proportion of responses that fall within these categories. Mean percentage broad agreement scores reflect the mean distribution of responses in the *neither agree nor disagree*, *agree* and *strongly agree* response categories and may be interpreted accordingly.

While the PREQ is conducted as a component of a national graduate census, the extent of survey non-response means that it is reasonable to consider the secured data to be a sample of the overall graduate population. As has been recommended in previous editions of this report, differences in PREQ scores of five points or more may be considered to be of practical interest because they represent a difference of at least a fifth of a standard deviation (GCA & ACER, 2010). It is important to bear this in mind when interpreting the results presented in this report and in the supplementary tables and figures.

As the PREQ is a complex instrument with a history stretching back more than a decade, a detailed discussion of its properties is beyond the scope of this summary report. Readers are directed to previous editions of *Postgraduate Research Experience*, which contain a detailed overview of the PREQ.

PREQ RESPONDENT CHARACTERISTICS

AGS questionnaires containing the PREQ were distributed to 6,662 research graduates and 4,100 valid responses were returned, representing a national PREQ response rate of 61.5 per cent.

A total of 43 higher education providers participated in the 2010 PREQ. Institutional response rates varied from a low of 22.2 per cent to a high of 100.0 per cent, with a median institutional response rate of 63.0 per cent. Institutional response rates are detailed in *Supplementary Table A*.

The distribution of valid PREQ respondents across key demographic and contextual groups is shown in Table 2, split by qualification level. These figures show that slightly more than 70 per cent of research graduates studied in one of four broad fields of education: Society and Culture (23.3 per cent), Natural and Physical Sciences (21.7 per cent), Health (14.8 per cent) and Engineering and Related Technologies (11.2 per cent), with similar response patterns observed in 2009. Around two-thirds of respondents funded their study using a research award (68.3 per cent), while more than a quarter of respondents paid domestic or international fees (27.4 per cent). Only 4.3 per cent of respondents funded their study using HECS, with this option more common with research masters graduates than research doctoral graduates. With regard to attendance type, 68.3 per cent of respondents reported studying full time, with full-time study more common for research doctoral graduates. The majority of respondents studied internally

(73.6 per cent), while similar proportions studied either externally or via mixed mode (14.6 per cent and 11.9 per cent respectively).

With regard to the demographic composition of the sample, females slightly outnumbered males (46.9 per cent compared with 53.0 per cent). Around two-thirds of respondents were aged 40 years of age and under (63.7 per cent). Graduates who were permanent residents of Australia constituted 79.6 per cent of the sample, with 72.0 per cent of all graduates recording English as the main language spoken at home. Only 2.3 per cent of graduates identified as having a disability. Regarding their labour market activities, three-quarters of respondents indicated that they had been in paid work during their final year of study (74.1 per cent), with 62.7 per cent of respondents reporting that they were in full-time work at the time of the survey. Research doctoral graduates were more likely than research masters graduates to be in full-time work (66.2 per cent and 43.7 per cent respectively), whereas the reverse was true for being in part-time work (20.1 per cent and 30.6 per cent respectively) or not working at all (13.6 per cent and 25.7 per cent respectively).

¹ The PREQ response scale also includes a *does not apply* response category, which graduates can mark if they feel that a particular item is not relevant to their postgraduate research experience.

t2: 2010 PREQ respondent characteristics

	Research masters		Research doctorate		All research graduates		
	n	%	n	%	n	%	
Broad Field of Education	Natural and Physical Sciences	76	12.3	766	23.5	842	21.7
	Information Technology	15	2.4	115	3.5	130	3.4
	Engineering and Related Technologies	77	12.5	357	11.0	434	11.2
	Architecture and Building	9	1.5	41	1.3	50	1.3
	Agriculture, Environmental and Related Studies	25	4.0	130	4.0	155	4.0
	Health	99	16.0	475	14.6	574	14.8
	Education	45	7.3	226	6.9	271	7.0
	Management and Commerce	27	4.4	235	7.2	262	6.8
	Society and Culture	120	19.4	785	24.1	905	23.3
	Creative Arts	125	20.2	129	4.0	254	6.6
Means of financing study	HECS paid upfront	6	1.0	26	0.8	32	0.8
	HECS deferred some or all	36	5.9	95	3.0	131	3.5
	International fee-paying student	127	20.9	543	17.0	670	17.7
	Australian fee-paying student	64	10.5	305	9.6	369	9.7
	APA or RTS research student	374	61.6	2,218	69.6	2,592	68.3
Main attendance type	Mainly full time	352	57.1	2,291	70.4	2,643	68.3
	Mainly part time	264	42.9	961	29.6	1,225	31.7
Main attendance mode	Internal (on-campus)	432	70.0	2,415	74.3	2,847	73.6
	External (distance)	99	16.0	464	14.3	563	14.6
	Mixed mode (internal and external)	86	13.9	373	11.5	459	11.9
Sex	Male	257	41.6	1,561	47.9	1,818	46.9
	Female	360	58.3	1,693	51.9	2,053	53.0
	Unknown	1	0.2	5	0.2	6	0.2
Graduate age	40 or under	383	62.1	2,080	64.0	2,463	63.7
	Over 40	234	37.9	1,168	36.0	1,402	36.3
Permanent resident of Australia	Yes	479	77.6	2,605	80.0	3,084	79.6
	No	138	22.4	651	20.0	789	20.4
Main language spoken at home	English	453	73.5	2,319	71.7	2,772	72.0
	Other	163	26.5	915	28.3	1,078	28.0
Disability identification	Yes	21	3.4	69	2.1	90	2.3
	No	594	96.6	3,178	97.9	3,772	97.7
Paid work during your final year	Yes	455	74.3	2,365	74.0	2,820	74.1
	No	157	25.7	831	26.0	988	25.9
Paid work status	In full-time work	265	43.7	2,131	66.2	2,396	62.7
	In part-time work	186	30.6	648	20.1	834	21.8
	Not working	156	25.7	438	13.6	594	15.5

2.0

NATIONAL TRENDS IN
POSTGRADUATE RESEARCH
EXPERIENCE

Summary statistics for each PREQ scale are presented in Table 3. The number of valid scores (n), means (X), medians (M) and standard deviations (s) are presented for both scale scores and mean percentage agreement figures. The scale scores for which means, medians and standard deviations are reported are based on the -100 to 100 reporting metric discussed in Section 1.

There is considerable variation among the mean scale scores and agreement percentages. The scale scores range from a high of 72.7 (Skill Development) to a low of 34.2 (Intellectual Climate), while the mean agreement percentages range from 92.7 (Skill Development and Goals and Expectations) to 63.8 (Intellectual Climate). Because these scales reflect different aspects of the higher education research experience, it is not advisable to make direct comparisons across the scales. It is interesting, however, to note the aspects of the research experience in which graduates expressed more or less favourable perceptions than others. It is also of value to note the standard deviation, as this shows the extent to which the PREQ scores vary from the mean. There is more variation in overall satisfaction scores than for most

other scales, which is likely due to overall satisfaction being measured with a single item indicator. This results in it being less consistent and reliable than the six multi-item PREQ scales.

Trends in mean percentage agreement scores are presented in Figure 1. Upward trends of varying intensity were evident in five scales: Supervision, Intellectual Climate, Skill Development, Thesis Examination and Goals and Expectations. Downward trends were recorded in Infrastructure and Overall Satisfaction. All of these changes relative to the 2009 survey were modest, with no year-on-year changes exceeding one percentage point.

PREQ item descriptive statistics and response category percentages are presented for all research graduates in Table 4. This table presents, for each item, the number of responses (n), mean (X), median (M), standard deviation (s), mean percentage agreement (PA), mean percentage broad agreement (BA), the distribution of responses across the five-point response scale (strongly disagree (SD), disagree (D), neither agree nor disagree (N), agree (A) and strongly

“There is more variation in overall satisfaction scores than for most other scales...”

t3: 2010 PREQ scale descriptive statistics

	n	Scale score			Mean agreement		
		X	M	s	X	M	s
Supervision	3,856	52.6	66.7	45.0	77.5	100.0	31.6
Intellectual Climate	3,648	34.2	40.0	45.8	63.8	80.0	35.8
Skill Development	3,825	72.7	80.0	31.6	92.7	100.0	19.4
Infrastructure	3,575	48.1	50.0	39.8	75.9	80.0	29.6
Thesis Examination	3,859	53.8	66.7	47.0	81.0	100.0	30.7
Goals and Expectations	3,855	69.1	66.7	34.5	92.7	100.0	21.5
Overall Satisfaction	3,849	58.9	50.0	46.7	84.8	100.0	35.9

agree (SA)), and the percentages of not applicable (NA) and unplanned (UP) missing data. The response category percentages do not include missing data. In addition, item mean percentage agreement figures are presented in Figure 2, so as to better illustrate the variation between items within each scale and the mean agreement to the discrete phenomenon tapped by each scale. The items have been sorted within their respective scales by their mean percentage agreement levels.

Research graduates tend to agree least with the statements represented by items PREQ23 ('The research ambience in the department or faculty stimulated my work'), PREQ09 ('I was integrated into the department's community') and PREQ16 ('The department provided opportunities for me to become involved in the broader research culture'). These items, all components of the *Intellectual Climate* scale, measure aspects of the broader forms

of research support provided by departments that are intended to help students integrate their work into the wider research community. Research graduates tend to agree most with the statements represented by items PREQ14 ('My research sharpened my analytic skills'), PREQ06 ('My research further developed my problem-solving skills') and PREQ10 ('I learned to develop my ideas and present them in my written work'). These items measure graduates' perceptions of their own generic skill development. These latter three items also exhibited the least variation between respondents, while the most variation was observed for items PREQ25, PREQ27 and PREQ23. These results are generally consistent with the 2009 survey.

Eleven-year trends for each of the PREQ items are presented in *Supplementary Figures A to G*, with each figure corresponding to a PREQ scale. It is important to bear in mind that the

measurement provided by single-item indicators is not as reliable as that provided by multi-item scales.

It is also important to note that the PREQ distinguishes between two forms of missing data: not applicable responses (NA), where graduates can mark the *does not apply* category on the response scale if they feel that a particular item is not relevant to their postgraduate research experience, and unplanned missing data (UP), which are due to simple item-level non-response. The highest level of NA response was observed for item PREQ12 ('I was able to organise good access to necessary equipment'), while the lowest level of NA response was observed for PREQ28 ('Overall, I was satisfied with the quality of my higher degree research experience'). Levels of UP missing data were very low across all 28 PREQ items in 2010, ranging from just 0.4 per cent to 0.0 per cent.



fi: 1999 to 2010 PREQ scale mean percentage agreement scores



f2: 2010 PREQ scale and item mean percentage agreement scores

t4: 2010 PREQ item descriptive statistics and response category percentages

Scale	Label	Item	Descriptive statistics		
			n	X	M
Supervision	PREQ01	Supervision was available when I needed it	3,861	62.6	100.0
	PREQ07	My supervisor/s made a real effort to understand difficulties I faced	3,825	58.9	100.0
	PREQ13	My supervisor/s provided additional information relevant to my topic	3,836	53.4	50.0
	PREQ17	I was given good guidance in topic selection and refinement	3,779	41.9	50.0
	PREQ21	My supervisor/s provided helpful feedback on my progress	3,835	61.4	100.0
	PREQ24	I received good guidance in my literature search	3,818	37.2	50.0
Intellectual Climate	PREQ05	The department provided opportunities for social contact with other postgraduate students	3,724	45.1	50.0
	PREQ09	I was integrated into the department's community	3,658	32.3	50.0
	PREQ16	The department provided opportunities for me to become involved in the broader research culture	3,735	33.2	50.0
	PREQ22	A good seminar program for postgraduate students was provided	3,707	36.1	50.0
	PREQ23	The research ambience in the department or faculty stimulated my work	3,639	24.4	50.0
Skill Development	PREQ06	My research further developed my problem-solving skills	3,822	76.2	100.0
	PREQ10	I learned to develop my ideas and present them in my written work	3,834	73.2	100.0
	PREQ14	My research sharpened my analytic skills	3,827	77.5	100.0
	PREQ20	Doing my research helped me to develop my ability to plan my own work	3,814	70.8	100.0
	PREQ26	As a result of my research, I feel confident about tackling unfamiliar problems	3,808	66.0	50.0
Infrastructure	PREQ03	I had access to a suitable working space	3,596	58.3	50.0
	PREQ08	I had good access to the technical support I needed	3,734	44.3	50.0
	PREQ12	I was able to organise good access to necessary equipment	3,569	53.2	50.0
	PREQ18	I had good access to computing facilities and services	3,619	50.4	50.0
	PREQ27	There was appropriate financial support for research activities	3,663	33.6	50.0
Thesis Examination	PREQ02	The thesis examination process was fair	3,843	65.8	100.0
	PREQ15	I was satisfied with the thesis examination process	3,836	57.3	50.0
	PREQ25	The examination of my thesis was completed in a reasonable time	3,835	38.6	50.0
Goals and Expectations	PREQ04	I developed an understanding of the standard of work expected	3,849	69.8	100.0
	PREQ11	I understood the required standard for the thesis	3,837	69.7	100.0
	PREQ19	I understood the requirements of thesis examination	3,820	68.2	50.0
Overall Satisfaction	PREQ28	Overall, I was satisfied with the quality of my higher degree research experience	3,843	58.9	50.0

Response category percentages									
s	PA	BA	SD	D	U	A	SA	NA	UP
50.4	84.6	90.9	2.6	6.5	6.2	32.3	52.3	0.1	0.1
53.7	81.2	90.2	4.0	5.8	8.9	30.5	50.1	0.7	0.1
52.5	78.8	89.8	3.4	6.7	11.0	36.9	41.5	0.4	0.1
55.3	70.3	86.5	4.5	8.7	15.9	38.1	30.9	1.8	0.2
50.8	83.6	91.8	3.3	4.9	8.2	32.8	50.5	0.3	0.3
53.8	66.6	86.1	4.2	9.6	19.4	40.3	25.7	0.8	0.2
51.1	73.7	89.1	3.2	7.8	15.3	42.9	30.4	0.4	0.2
57.3	61.8	82.8	5.6	11.3	20.7	35.9	25.5	1.0	0.2
56.6	63.6	82.9	5.3	11.6	19.1	38.4	25.1	0.4	0.2
54.5	64.9	85.3	4.1	10.6	20.2	38.2	25.9	0.9	0.1
58.3	55.0	79.4	6.8	13.6	24.1	33.4	21.0	1.1	0.3
35.7	94.3	98.0	1.1	0.9	3.6	33.2	61.1	0.2	0.3
36.0	94.1	97.9	1.1	1.0	3.8	38.7	55.4	0.1	0.2
34.7	95.5	98.1	1.2	0.7	2.6	32.9	62.4	0.3	0.1
39.0	90.8	97.4	1.3	1.3	6.5	36.1	54.5	0.3	0.3
39.8	88.8	97.1	1.2	1.7	8.2	41.2	47.2	0.6	0.2
50.7	82.4	90.7	2.7	6.3	8.1	35.5	45.7	1.7	0.2
51.8	73.2	88.3	3.2	8.4	14.6	42.8	30.6	0.4	0.1
46.2	80.8	93.2	2.2	4.5	12.0	44.5	34.0	2.8	0.3
51.3	78.1	89.5	3.0	7.2	11.1	41.4	36.3	1.0	0.2
59.4	64.6	81.7	6.7	11.4	16.7	36.2	27.1	1.9	0.2
44.8	89.2	94.5	2.5	3.0	5.3	38.7	50.2	0.3	0.1
52.8	83.5	90.3	4.5	5.2	6.7	38.1	45.1	0.4	0.2
65.8	70.5	79.3	9.8	10.8	8.8	33.2	37.1	0.3	0.3
38.0	93.1	96.8	1.2	2.0	3.7	42.1	50.7	0.2	0.2
39.3	92.5	96.5	1.5	2.0	4.0	40.5	51.8	0.2	0.1
38.3	92.7	96.8	1.3	1.9	4.1	44.4	48.0	0.3	0.4
46.7	84.8	93.1	2.4	4.4	8.3	42.6	42.3	0.0	0.0

3.0

THE INFLUENCE OF COURSE CHARACTERISTICS ON PREQ SCORES

“...research doctoral graduates have had higher levels of mean agreement across all of the scales...”

This section presents PREQ scale and overall satisfaction descriptive statistics for different course characteristics, including broad field of education (BFOE), narrow field of education (NFOE) and attendance type. Moreover, PREQ scale and overall satisfaction descriptive statistics split by means of financing study and attendance mode are presented in *Supplementary Tables B and C* respectively. As discussed earlier, it is not advisable to make direct comparisons across the scales. The point of reference for each mean percentage agreement figure is either the corresponding figure for the whole sample or that for the alternate groups under examination.

PREQ mean percentage agreement scores for research masters and research doctoral graduates are presented in Table 5. With the exception of Supervision scores in 2002, 2004 and 2010, research doctoral graduates have had higher levels of mean agreement across all of the scales relative to research masters graduates. This may be attributable to the more extensive nature of the doctoral research experience (GCA & ACER, 2010).

PREQ mean percentage agreement scores are presented by BFOE in Table 6, split by qualification level. It is clear from this table that agreement levels for each scale vary notably by BFOE and qualification

t5: 1999 to 2010 PREQ scale mean percentage agreement scores by qualification level

		1999		2000		2002		2003		2004	
		%	n	%	n	%	n	%	n	%	n
Research masters	Supervision	66.9	658	69.6	600	70.7	618	71.8	671	72.8	703
	Intellectual Climate	47.8	629	46.7	542	51.0	539	49.7	612	51.8	643
	Skill Development	86.2	659	85.2	622	87.8	624	85.2	665	87.5	699
	Infrastructure	58.5	609	57.2	478	61.7	503	60.6	583	61.9	605
	Thesis Examination	75.7	651	75.1	627	73.7	633	72.2	661	74.5	708
	Goals and Expectations	82.6	657	81.4	622	82.2	632	84.0	668	86.3	708
	Overall Satisfaction	79.2	580	79.6	646	78.8	619	78.3	667	80.2	702
Research doctorate	Supervision	70.0	1,549	71.5	1,502	70.5	1,658	73.1	1,899	72.8	2,336
	Intellectual Climate	58.0	1,502	59.3	1,456	56.3	1,545	58.6	1,791	59.2	2,206
	Skill Development	91.9	1,556	91.8	1,574	90.6	1,689	91.1	1,892	92.1	2,325
	Infrastructure	70.5	1,461	71.2	1,371	68.1	1,484	69.4	1,747	70.3	2,147
	Thesis Examination	77.4	1,559	78.3	1,599	76.1	1,714	75.9	1,904	77.3	2,348
	Goals and Expectations	89.8	1,559	91.0	1,591	90.2	1,729	91.2	1,907	91.2	2,348
	Overall Satisfaction	85.2	1,555	86.9	1,608	81.8	1,696	83.5	1,890	84.8	2,339

level. While research doctoral graduates are generally more satisfied with their higher education experience than research masters graduates at an overall level, there are a number of exceptions when examined by BFOE. Notably, research masters graduates in the fields of Agriculture, Environmental and Related Studies, and Management and Commerce exhibited higher levels of agreement than their research doctoral counterparts in five scales and four scales respectively. This information is presented graphically in *Supplementary Figures H to Q*.

Because aggregations to BFOE level hide much of the detail that is relevant

to individual schools, faculties and departments, mean percentage agreement scores for the 30 largest NFOE for research masters and research doctoral graduates are presented in Tables 7 and 8 respectively, sorted in descending order of field size. These 30 largest NFOE account for 86.6 per cent of all research masters graduates and 83.3 per cent of all research doctoral graduates.

Table 9 shows that part-time research students tend to have lower PREQ mean percentage agreement scores than their full-time counterparts, with this difference particularly noticeable in terms of

Infrastructure and Intellectual Climate. This finding is consistent with recent surveys.

2005		2006		2007		2008		2009		2010	
%	n	%	n	%	n	%	n	%	n	%	n
72.1	611	75.6	702	74.2	747	74.3	660	75.5	733	77.8	614
52.6	561	58.5	648	58.1	694	57.3	616	59.6	676	61.6	569
89.0	600	87.4	694	87.8	748	89.9	658	89.6	728	90.0	607
63.0	529	67.9	628	68.1	656	68.6	577	70.1	639	72.9	550
75.2	606	76.3	686	76.9	743	78.2	655	76.5	722	77.5	614
85.0	610	85.7	698	86.5	746	85.9	662	87.1	728	89.8	613
78.0	609	81.0	696	80.6	753	80.0	660	80.2	731	81.1	614
74.2	2,387	76.3	2,521	77.2	2,866	77.0	2,968	77.2	3,231	77.5	3,242
59.6	2,247	64.3	2,380	63.6	2,713	64.4	2,824	63.9	3,052	64.2	3,079
91.1	2,359	92.2	2,506	92.6	2,852	93.8	2,947	93.2	3,204	93.2	3,218
71.3	2,206	74.0	2,338	75.4	2,670	76.7	2,774	77.3	3,033	76.5	3,025
80.5	2,388	81.2	2,523	81.5	2,875	81.4	2,951	80.9	3,228	81.7	3,245
91.3	2,393	92.7	2,532	93.3	2,883	93.0	2,970	93.0	3,236	93.2	3,242
84.7	2,378	85.7	2,511	87.0	2,873	86.8	2,952	86.4	3,227	85.5	3,235

t6: PREQ scale mean percentage agreement scores by broad field of education

		Natural and Physical Sciences	Information Technology	Engineering and Related Technologies	Architecture and Building	Agriculture, Environmental and Related Studies	Health	Education	Management and Commerce	Society and Culture	Creative Arts
Research masters	Supervision	70.9	77.8	69.6	98.1	80.0	80.9	76.0	78.3	85.8	75.2
	Intellectual Climate	63.5	61.4	67.5	60.0	62.5	71.1	51.6	67.6	58.6	54.0
	Skill Development	90.9	88.0	90.9	95.6	91.2	89.5	87.1	88.9	93.1	87.3
	Infrastructure	78.2	80.0	75.1	44.3	84.8	77.9	68.6	80.0	70.1	64.5
	Thesis Examination	79.4	73.3	81.2	81.5	72.0	79.5	80.0	84.6	74.5	74.0
	Goals and Expectations	89.9	91.1	87.7	88.9	96.0	93.9	81.5	88.5	92.2	87.6
	Overall Satisfaction	76.3	80.0	84.4	66.7	96.0	78.8	80.0	85.2	86.3	76.4
Research doctorate	Supervision	73.7	80.1	75.7	80.8	69.2	78.5	82.7	82.1	80.0	73.8
	Intellectual Climate	69.6	58.6	64.2	55.5	61.7	67.3	63.7	64.3	59.7	58.2
	Skill Development	93.4	93.8	93.1	95.0	92.5	94.9	92.1	93.0	92.9	91.1
	Infrastructure	80.7	75.3	81.4	73.3	70.5	78.9	74.3	79.6	71.2	63.1
	Thesis Examination	81.1	75.4	81.8	86.2	81.3	83.7	86.0	82.3	80.6	81.9
	Goals and Expectations	92.9	90.0	92.7	94.2	91.0	94.9	93.9	94.9	93.2	92.1
	Overall Satisfaction	84.7	87.6	88.7	85.0	80.0	86.5	87.0	85.0	85.3	82.0

t7: 2010 PREQ mean percentage agreement scores for the 30 largest narrow fields of education for research masters graduates

	n	Supervision	Intellectual Climate	Skill Development	Infrastructure	Thesis Examination	Goals and Expectations	Overall Satisfaction
Studies in Human Society	53	83.8	61.1	92.1	64.5	82.4	92.8	88.5
Visual Arts and Crafts	46	76.2	57.7	89.6	72.8	81.2	87.7	77.8
Performing Arts	36	75.3	58.9	83.6	54.5	61.8	84.8	83.3
Medical Studies	33	81.1	73.4	96.9	82.3	87.9	94.9	87.9
Biological Sciences	28	72.6	58.9	93.3	76.1	71.4	85.7	75.0
Teacher Education	26	72.4	51.3	85.4	71.0	79.5	82.1	80.8
Electrical and Electronic Engineering and Technology	24	73.9	62.7	90.8	78.4	81.3	87.5	91.7
Philosophy and Religious Studies	23	83.8	64.8	99.1	69.3	63.8	89.9	82.6
Creative Arts (not elsewhere classified)	22	77.8	45.0	84.5	71.0	80.3	84.1	76.2
Nursing	20	85.0	68.8	89.0	77.5	81.7	95.0	80.0
Other Natural and Physical Sciences	20	65.5	61.9	86.0	78.9	85.0	91.7	75.0
Language and Literature	16	92.7	65.3	92.5	82.9	77.1	100.0	81.3
Business and Management	15	64.2	65.0	82.7	73.3	83.3	88.1	80.0
Communication and Media Studies	14	72.6	47.1	95.4	54.5	64.3	95.2	57.1
Civil Engineering	14	82.1	76.4	90.0	74.2	76.2	90.5	78.6
Other Health	11	90.9	90.9	94.5	81.8	69.7	97.0	72.7
Public Health	11	68.5	54.0	74.5	79.5	69.7	84.8	63.6
Process and Resources Engineering	11	53.0	65.5	83.6	56.4	78.8	81.8	72.7
Computer Science	11	72.7	60.0	85.5	78.0	63.6	87.9	72.7
Earth Sciences	11	66.7	74.0	98.2	67.3	84.8	93.9	81.8
Chemical Sciences	11	75.5	62.0	90.9	84.0	78.8	90.9	81.8
Curriculum and Education Studies	10	78.3	51.4	88.0	60.0	76.7	80.0	80.0
Rehabilitation Therapies	10	79.7	64.4	94.0	62.5	80.0	100.0	70.0
Environmental Studies	10	80.0	62.0	98.0	82.0	63.3	90.0	90.0
Agriculture	10	85.0	68.0	86.0	90.0	86.7	100.0	100.0
Architecture and Urban Environment	9	98.1	60.0	95.6	44.3	81.5	88.9	66.7
Mechanical and Industrial Engineering and Technology	9	69.6	65.0	95.6	77.5	85.2	85.2	77.8
Political Science and Policy Studies	7	97.6	33.3	90.7	65.0	42.9	100.0	83.3
Other Education	7	88.1	50.0	94.3	64.3	90.5	85.7	85.7
Other Engineering and Related Technologies	7	69.0	62.9	85.7	71.4	90.5	88.1	71.4

t8: 2010 PREQ mean percentage agreement scores for the 30 largest narrow fields of education for doctorate graduates

	n	Supervision	Intellectual Climate	Skill Development	Infrastructure	Thesis Examination	Goals and Expectations	Overall Satisfaction
Biological Sciences	377	73.5	71.0	94.2	79.2	78.7	93.7	83.4
Studies in Human Society	231	78.9	59.2	92.9	66.3	81.0	93.8	83.5
Medical Studies	175	79.3	72.4	95.5	83.2	88.3	97.3	90.3
Behavioural Science	170	76.1	61.8	92.5	73.9	80.3	94.1	85.8
Business and Management	133	82.6	63.2	91.3	77.5	80.5	93.2	82.7
Electrical and Electronic Engineering and Technology	128	73.3	58.7	90.6	79.8	83.6	90.4	87.4
Teacher Education	116	82.7	64.6	92.5	73.7	86.8	94.8	83.5
Language and Literature	115	81.0	59.0	91.0	68.5	75.4	91.7	82.5
Other Natural and Physical Sciences	81	74.6	64.0	97.3	84.3	85.6	96.7	87.7
Computer Science	80	78.2	55.3	93.6	73.3	72.1	88.5	85.0
Physics and Astronomy	77	71.3	73.2	91.3	81.6	84.6	91.7	84.4
Chemical Sciences	75	75.4	68.1	93.4	82.5	82.2	91.6	86.5
Process and Resources Engineering	73	73.2	69.9	95.2	82.1	77.8	89.8	91.5
Public Health	70	85.1	66.4	96.5	79.3	83.1	95.2	88.4
Earth Sciences	69	69.9	62.8	91.9	85.8	79.9	92.3	87.0
Environmental Studies	66	68.2	57.2	91.5	64.0	76.3	88.4	78.8
Civil Engineering	61	85.2	71.0	96.7	87.3	81.4	97.3	88.5
Curriculum and Education Studies	60	83.3	71.2	90.9	81.0	85.9	91.7	89.8
Mathematical Sciences	59	80.9	69.2	85.8	77.3	82.2	85.1	80.7
Other Health	56	68.5	50.2	91.1	71.8	83.3	94.6	76.8
Communication and Media Studies	55	75.4	53.2	90.5	61.1	86.1	90.9	83.6
Philosophy and Religious Studies	53	86.0	60.2	96.5	69.7	86.5	95.0	92.3
Agriculture	48	69.4	67.7	93.8	79.8	84.7	93.1	83.3
Nursing	46	80.1	69.8	94.2	75.4	82.6	97.0	82.6
Economics and Econometrics	45	85.1	76.4	92.9	85.8	83.7	92.6	95.6
Rehabilitation Therapies	44	79.7	64.0	96.5	74.5	81.8	97.6	90.7
Law	41	76.2	54.3	93.2	74.8	87.8	95.1	80.5
Political Science and Policy Studies	41	80.1	46.9	91.5	71.3	72.4	87.0	76.9
Visual Arts and Crafts	36	73.2	65.2	92.0	64.8	78.2	90.7	83.3
Architecture and Urban Environment	35	83.3	60.9	97.6	79.1	87.6	96.2	88.6

t9: 1999 to 2010 PREQ scale mean percentage agreement scores by attendance type

		1999		2000		2002		2003		2004			
		%	n	%	n	%	n	%	n	%	n		
Full-time students	Supervision	67.9	1,449	70.5	1,285	70.7	1,185	73.7	1,348	73.0	1,531		
	Intellectual Climate	57.3	1,431	58.3	1,273	56.3	1,124	58.3	1,303	60.0	1,501		
	Skill Development	91.0	1,448	90.6	1,341	90.7	1,198	90.3	1,343	92.3	1,523		
	Infrastructure	70.9	1,418	71.2	1,230	69.4	1,114	70.9	1,281	71.6	1,483		
	Thesis Examination	76.7	1,447	77.8	1,347	76.1	1,211	76.3	1,347	76.6	1,534		
	Goals and Expectations	87.8	1,448	89.3	1,341	89.2	1,218	90.2	1,350	90.6	1,535		
	Overall Satisfaction	83.1	1,445	86.1	1,357	80.4	1,201	83.9	1,339	84.2	1,529		
Part-time students	Supervision	71.3	765	71.7	815	70.4	1,083	71.6	1,183	72.7	1,433		
	Intellectual Climate	50.2	708	51.6	721	53.2	951	53.9	1,065	54.5	1,280		
	Skill Development	88.8	774	88.9	854	88.8	1,107	88.7	1,175	89.7	1,422		
	Infrastructure	59.1	658	60.5	618	62.8	864	62.6	1,016	65.1	1,204		
	Thesis Examination	77.2	769	76.8	877	75.0	1,126	73.2	1,179	76.7	1,443		
	Goals and Expectations	87.5	774	86.7	871	86.9	1,133	88.1	1,186	89.5	1,442		
	Overall Satisfaction	84.0	776	82.9	899	81.8	1,104	79.9	1,180	83.3	1,434		
		2005		2006		2007		2008		2009		2010	
		%	n	%	n	%	n	%	n	%	n	%	n
Full-time students	Supervision	74.1	1,732	76.2	1,979	76.1	2,231	76.8	2,307	76.4	2,562	77.4	2,631
	Intellectual Climate	61.4	1,685	65.1	1,919	64.7	2,182	66.4	2,261	64.8	2,491	66.1	2,568
	Skill Development	91.7	1,705	91.9	1,968	92.3	2,223	94.2	2,292	92.9	2,535	93.2	2,605
	Infrastructure	74.0	1,668	75.9	1,912	76.9	2,161	78.3	2,242	78.7	2,490	78.9	2,548
	Thesis Examination	79.9	1,728	80.3	1,975	81.4	2,229	81.2	2,286	80.3	2,548	80.8	2,628
	Goals and Expectations	91.4	1,730	91.9	1,986	92.7	2,239	92.5	2,304	92.5	2,556	92.7	2,624
	Overall Satisfaction	85.4	1,715	85.6	1,967	87.1	2,232	87.5	2,296	85.8	2,556	86.1	2,621
Part-time students	Supervision	73.4	1,215	76.1	1,233	77.7	1,304	75.9	1,300	78.0	1,389	77.8	1,211
	Intellectual Climate	53.6	1,075	59.5	1,099	58.5	1,148	56.6	1,159	59.7	1,225	58.2	1,068
	Skill Development	89.3	1,204	89.9	1,221	90.5	1,300	91.3	1,292	91.9	1,384	91.7	1,206
	Infrastructure	63.1	1,017	66.8	1,045	68.2	1,089	69.2	1,091	70.5	1,169	68.7	1,015
	Thesis Examination	78.9	1,216	80.0	1,223	79.8	1,311	80.0	1,299	79.9	1,389	81.8	1,216
	Goals and Expectations	88.3	1,222	90.0	1,233	90.7	1,312	90.1	1,307	90.9	1,395	92.9	1,216
	Overall Satisfaction	80.6	1,221	83.5	1,229	83.4	1,317	81.9	1,295	84.2	1,389	82.2	1,213

4.0

THE INFLUENCE OF RESPONDENT CHARACTERISTICS ON PREQ SCORES

“...males had higher scores than females on four of the seven PREQ scales...”

This section presents PREQ scale and overall satisfaction descriptive statistics for different groups of respondents, including age, sex, permanent resident status, whether the graduate identified as having a disability, final year work status and labour market participation at the time of the survey.

Table 10 indicates that in 2010, males had higher scores than females on four of the seven PREQ scales, with the largest differences recorded for *Infrastructure and Overall Satisfaction*. When results from previous surveys are examined, it is notable that males have consistently provided more

positive responses on these two scales since the series began. As shown in Table 11, research graduates aged 40 years and under were more positive than their older counterparts on four of the seven PREQ scales, with the differences most notable in terms of *Infrastructure and Intellectual Climate*. Table 12 shows that research graduates who were overseas residents at the time of the survey generally provide more positive responses to the PREQ than Australian residents. In 2010, this was especially evident in the *Intellectual Climate, Supervision and Infrastructure* scales.

t10: 1999 to 2010 PREQ scale mean percentage agreement scores by sex

		1999		2000		2002		2003		2004	
		%	n	%	n	%	n	%	n	%	n
Males	Supervision	69.8	1,187	71.6	1,173	72.0	1,103	74.0	1,254	74.9	1,475
	Intellectual Climate	56.0	1,147	57.2	1,115	56.4	1,005	57.1	1,180	59.6	1,384
	Skill Development	89.7	1,191	90.2	1,217	90.2	1,121	89.4	1,250	90.5	1,473
	Infrastructure	71.3	1,111	71.4	1,048	68.6	962	70.0	1,151	71.5	1,350
	Thesis Examination	77.3	1,192	76.2	1,232	75.2	1,139	75.1	1,254	75.9	1,489
	Goals and Expectations	88.5	1,194	88.0	1,225	88.0	1,152	89.6	1,258	90.0	1,489
	Overall Satisfaction	85.2	1,193	86.6	1,244	82.5	1,118	84.5	1,247	85.7	1,479
Females	Supervision	68.3	1,030	70.1	929	69.2	1,173	71.5	1,313	70.7	1,563
	Intellectual Climate	53.5	994	54.2	882	53.5	1,079	55.6	1,219	55.6	1,464
	Skill Development	90.9	1,034	89.7	981	89.5	1,192	89.8	1,304	91.6	1,550
	Infrastructure	61.9	968	62.5	800	64.5	1,025	64.5	1,176	65.5	1,401
	Thesis Examination	76.5	1,028	78.8	994	75.7	1,208	74.8	1,308	77.3	1,566
	Goals and Expectations	86.8	1,031	88.6	990	88.1	1,209	89.1	1,314	90.2	1,566
	Overall Satisfaction	81.5	1,030	82.5	1,016	79.6	1,197	79.9	1,306	81.8	1,561

While three-quarters of research graduates indicated that they were in paid work during their final year of study, Table 13 shows that this factor alone did not have a major impact on their postgraduate research experience perceptions. At an overall level, the only areas with a notable difference in PREQ scores based on final year work status were Infrastructure and Intellectual Climate, with graduates who were not working in their final year tending to provide more positive scores. This was especially evident for research doctoral graduates. Research masters graduates who were working in their final year of

study expressed higher levels of Overall Satisfaction. Table 14 suggests that research graduates in full-time work at the time of the PREQ tend to respond more positively than those in part-time work or seeking work, although differences between full-time employed research graduates and those not participating in the labour force are only marginal. Focusing on Overall Satisfaction, research doctoral graduates tended to provide higher scores than their research masters counterparts, with the exception of those graduates in part-time work.

2005		2006		2007		2008		2009		2010	
%	n	%	n	%	n	%	n	%	n	%	n
73.9	1,495	76.9	1,560	79.1	1,671	79.4	1,745	79.2	1,948	78.5	1,806
60.6	1,401	63.0	1,464	65.2	1,580	65.3	1,652	65.0	1,829	65.3	1,712
91.3	1,468	90.7	1,549	92.1	1,665	93.5	1,739	92.8	1,935	92.1	1,790
72.2	1,369	73.7	1,442	76.8	1,538	77.9	1,608	78.2	1,820	77.8	1,687
79.3	1,487	78.8	1,548	80.9	1,677	80.2	1,743	81.6	1,942	80.8	1,806
89.9	1,495	90.9	1,564	92.9	1,682	92.1	1,754	92.2	1,952	92.0	1,805
84.6	1,485	85.3	1,555	88.8	1,678	87.6	1,744	87.5	1,949	86.7	1,803
73.8	1,500	75.4	1,663	74.5	1,877	73.8	1,876	74.7	2,007	76.7	2,038
56.0	1,404	63.1	1,564	60.1	1,762	61.1	1,782	61.4	1,890	62.4	1,924
90.1	1,488	91.5	1,651	91.2	1,870	92.7	1,859	92.3	1,988	93.3	2,023
67.3	1,363	71.7	1,524	71.5	1,725	72.9	1,738	74.0	1,843	74.3	1,876
79.6	1,504	81.4	1,661	80.7	1,876	81.4	1,856	78.8	1,999	81.3	2,041
90.1	1,505	91.4	1,666	91.2	1,882	91.3	1,871	91.8	2,003	93.3	2,038
82.1	1,499	84.2	1,652	83.0	1,883	83.6	1,861	83.0	2,000	83.2	2,034

t11: 1999 to 2010 PREQ scale mean percentage agreement scores by age group

		1999		2000		2002		2003		2004	
		%	n	%	n	%	n	%	n	%	n
40 years and under	Supervision	67.9	1,385	69.6	1,187	70.5	1,370	72.6	1,552	70.9	1,834
	Intellectual Climate	55.9	1,359	56.6	1,174	56.6	1,289	56.4	1,493	58.6	1,773
	Skill Development	91.6	1,391	90.2	1,234	90.8	1,389	90.9	1,547	92.1	1,829
	Infrastructure	69.5	1,362	69.9	1,128	69.1	1,272	70.1	1,472	70.7	1,750
	Thesis Examination	76.8	1,387	77.1	1,244	75.6	1,393	74.8	1,546	76.5	1,837
	Goals and Expectations	87.9	1,390	88.1	1,245	87.8	1,403	89.5	1,552	89.6	1,839
	Overall Satisfaction	83.4	1,391	83.9	1,255	80.5	1,383	83.3	1,543	83.1	1,832
Over 40 years	Supervision	71.6	769	73.4	725	70.6	906	73.0	1,018	75.6	1,204
	Intellectual Climate	53.2	721	55.7	655	52.2	795	56.1	910	55.9	1,075
	Skill Development	87.5	771	89.2	767	88.3	924	87.6	1,010	89.4	1,194
	Infrastructure	61.6	660	63.8	558	61.8	715	62.2	858	64.7	1,001
	Thesis Examination	77.4	770	78.0	778	75.3	954	75.1	1,019	76.8	1,218
	Goals and Expectations	88.0	772	88.6	766	88.3	958	88.9	1,023	90.8	1,216
	Overall Satisfaction	83.9	769	85.5	798	81.8	932	80.3	1,014	84.7	1,208

t12: 1999 to 2010 PREQ scale mean percentage agreement scores by permanent resident status

		1999		2000		2002		2003		2004	
		%	n	%	n	%	n	%	n	%	n
Australian resident	Supervision	68.3	1,936	69.5	1,808	69.3	1,927	71.9	2,235	72.1	2,657
	Intellectual Climate	53.7	1,865	54.2	1,712	53.1	1,756	55.2	2,088	56.3	2,490
	Skill Development	89.9	1,944	89.5	1,895	89.5	1,959	89.5	2,223	90.9	2,645
	Infrastructure	65.3	1,806	65.6	1,568	64.7	1,665	66.3	2,013	67.3	2,393
	Thesis Examination	76.8	1,939	77.3	1,928	74.8	1,992	75.3	2,231	76.7	2,672
	Goals and Expectations	87.4	1,944	87.8	1,911	87.2	2,002	89.2	2,240	89.8	2,674
	Overall Satisfaction	82.7	1,942	83.9	1,953	80.2	1,955	81.1	2,225	83.0	2,660
Overseas resident	Supervision	75.3	277	80.1	287	77.6	342	78.6	330	77.5	378
	Intellectual Climate	62.8	272	65.3	278	65.3	320	63.6	311	66.2	356
	Skill Development	92.7	277	92.8	295	92.2	345	90.4	329	92.3	376
	Infrastructure	77.7	269	78.0	275	75.8	315	72.8	313	76.6	355
	Thesis Examination	77.3	277	77.9	293	79.3	346	72.7	329	76.3	380
	Goals and Expectations	89.6	277	91.4	296	93.0	350	89.8	330	92.2	378
	Overall Satisfaction	88.8	277	90.0	299	85.5	351	89.3	327	88.9	377

2005		2006		2007		2008		2009		2010	
%	n	%	n	%	n	%	n	%	n	%	n
72.9	1,805	74.2	1,905	75.3	2,155	75.7	2,329	76.1	2,526	76.6	2,451
60.1	1,745	64.9	1,842	63.8	2,095	64.2	2,265	63.8	2,454	65.3	2,380
92.0	1,792	92.1	1,891	92.9	2,149	94.3	2,311	93.3	2,504	93.6	2,431
71.9	1,727	74.7	1,842	76.2	2,091	76.5	2,231	77.2	2,438	77.5	2,373
79.7	1,801	79.9	1,887	80.8	2,147	80.7	2,304	80.2	2,509	80.5	2,451
89.8	1,811	90.4	1,900	92.0	2,154	91.7	2,326	91.8	2,522	92.0	2,447
84.3	1,798	84.1	1,888	86.0	2,158	86.0	2,320	85.4	2,521	85.2	2,444
75.2	1,184	78.9	1,317	78.7	1,392	78.0	1,291	78.4	1,424	79.2	1,387
55.3	1,055	60.2	1,185	60.3	1,246	60.9	1,167	61.9	1,260	61.0	1,251
88.6	1,158	89.7	1,308	89.7	1,385	90.9	1,286	91.2	1,414	91.3	1,377
66.1	1,001	69.3	1,123	69.9	1,171	72.9	1,114	73.9	1,220	72.9	1,184
79.2	1,184	80.4	1,321	80.8	1,405	81.0	1,294	80.2	1,427	82.2	1,390
90.4	1,183	92.2	1,329	91.9	1,409	91.7	1,298	92.2	1,428	94.1	1,390
82.0	1,180	85.7	1,318	85.2	1,402	84.7	1,284	84.8	1,423	84.3	1,387

2005		2006		2007		2008		2009		2010	
%	n	%	n	%	n	%	n	%	n	%	n
72.7	2,620	75.3	2,745	75.3	2,938	75.5	2,943	75.9	3,163	76.0	3,061
57.1	2,447	62.1	2,575	60.3	2,763	61.0	2,772	61.5	2,963	62.0	2,883
90.2	2,584	91.0	2,726	91.3	2,919	92.9	2,926	92.2	3,142	92.7	3,031
68.4	2,376	71.6	2,513	72.3	2,673	73.7	2,686	74.6	2,907	74.5	2,813
79.4	2,619	80.5	2,733	80.2	2,944	80.9	2,935	79.7	3,160	80.9	3,066
89.7	2,625	91.3	2,749	91.4	2,952	90.9	2,946	91.6	3,167	92.6	3,062
82.6	2,614	84.4	2,732	84.7	2,950	84.4	2,925	84.3	3,161	83.7	3,054
81.4	375	80.8	471	82.2	661	81.5	671	80.8	793	83.5	785
66.1	358	69.0	447	72.3	630	72.5	654	69.2	757	70.6	755
93.8	372	91.6	468	93.4	666	94.0	665	93.8	782	93.2	784
78.9	356	78.7	447	80.9	641	82.3	653	81.6	758	81.3	752
80.3	372	78.0	469	81.9	660	80.6	657	81.7	782	81.5	783
92.8	375	90.8	474	94.3	662	95.0	672	93.3	789	93.3	783
89.2	370	86.8	469	90.0	662	90.8	673	89.1	789	89.3	785

t13: 2010 PREQ scale mean percentage agreement scores by final year work

		Worked in final year	No work in final year
Research masters	Supervision	78.5	75.3
	Intellectual Climate	60.9	62.5
	Skill Development	90.8	87.5
	Infrastructure	72.1	74.5
	Thesis Examination	76.7	79.5
	Goals and Expectations	89.7	89.9
	Overall Satisfaction	82.3	77.4
Research doctorate	Supervision	76.9	78.9
	Intellectual Climate	62.9	67.4
	Skill Development	93.2	93.7
	Infrastructure	75.0	80.8
	Thesis Examination	81.3	83.3
	Goals and Expectations	93.1	94.2
	Overall Satisfaction	84.8	87.6
All research graduates	Supervision	77.2	78.4
	Intellectual Climate	62.6	66.7
	Skill Development	92.8	92.7
	Infrastructure	74.5	79.8
	Thesis Examination	80.5	82.7
	Goals and Expectations	92.5	93.5
	Overall Satisfaction	84.4	86.0

t14: 2010 PREQ scale mean percentage agreement scores by labour market activity after graduation

	Working full time	Working part time	Seeking work	Not participating in labour force	
Research masters	Supervision	76.2	81.6	73.3	78.6
	Intellectual Climate	60.5	62.5	63.2	61.3
	Skill Development	90.6	90.4	88.4	89.5
	Infrastructure	73.2	72.9	75.4	71.6
	Thesis Examination	77.2	76.9	78.7	77.2
	Goals and Expectations	89.6	91.3	85.1	90.2
	Overall Satisfaction	80.0	84.8	74.1	80.6
Research doctorate	Supervision	77.3	78.5	70.8	81.0
	Intellectual Climate	66.0	59.7	57.9	66.4
	Skill Development	93.8	92.1	90.3	94.5
	Infrastructure	78.0	71.6	75.3	77.8
	Thesis Examination	81.9	80.2	79.9	85.7
	Goals and Expectations	93.2	93.1	91.1	96.0
	Overall Satisfaction	86.5	82.7	81.9	88.5
All research graduates	Supervision	77.1	79.2	71.3	80.3
	Intellectual Climate	65.4	60.3	59.0	64.9
	Skill Development	93.4	91.7	89.8	93.0
	Infrastructure	77.5	71.9	75.3	76.0
	Thesis Examination	81.4	79.5	79.6	83.2
	Goals and Expectations	92.8	92.7	89.8	94.4
	Overall Satisfaction	85.8	83.2	80.2	86.2



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