

JCU Postgraduate Research Experience Questionnaire (PREQ) Summary Report – 2023

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Thesis Examination Process Scale

Evaluates whether the examination process was timely, fair and satisfactory, and how satisfied the student was with thesis examination. (3 items)

Goals and Expectations Scale

Measures the clarity of learning structure, requirements and standards, and whether supervisors and others frame learning with appropriate pedagogical structures and expectations. (3 items)

Industry Engagement Scale

Asks the student about the applicability of their skills, professional connections, and opportunities to work on "real-world" problems all outside the university sector. (3 items)

The PREQ asks graduates to indicate for each of the 33 items, their agreement to statements on a five-point Likert scale. Each statement is a 1.24s3 (o)1(e)-11 (r)-7.8 (t)4s3/k8 is akatydy1 (s)1.7 (a)2.4 (i)-8 (3a i2 i.4 (i)-19.1 (vTJ-22.957 9.1 (

2.2 Analysis

2.2.1 Scale Level

Figure 2: Average satisfaction levels for each PREQ Scale for JCU and the Sector, 2021 and 2022

2.2.2 Comparison of Demographic Groups within JCU and the Sector at Scale Level

The dataset contained the following demographic and academic context variables which were used to test whether there were statistically significant differences in responses within JCU and across the entire Australian sector:

- x Study mode (internal/external)
- x Attendance mode (full time/part time)
- x If from non-English speaking background
- x

Table 3: % satisfaction by scale between different types of students across the sector. Demographics highlighted red/green are those where a significant difference in satisfaction was found, with red being less satisfied and green being more satisfied.

Category	PREQ Overall Satisfaction - item	PREQ - Supervision Scale	PREQ - Intellectual Climate Scale	PREQ - Skill Development Scale	PREQ - Infrastructure Scale	PREQ - Thesis Examination Scale	PREQ - Goals and Expectations Scale	PREQ - Industry Engagement Scale
Female	84.16	82.03	59.84		75.49	82.01		54.09
Male	87.22	85.31	67.38		81.77	83.83		60.95
Internal			64.14		78.93			
External			51.21		72.58			
Multi-modal			63.44					
Non-indigenous				94.42				
Indigenous				89.16				
English speaking	84.33	82.82	60.39		75.59	82.06	92.40	55.37
Non-English speaking	89.30	86.79	82.68	85.82				

2.2.3 Comparison between discipline groups within JCU

To better understand graduate satisfaction in different parts of the university the data was analysed according to three broad groups, where there were sufficient responses to make the analysis meaningful for the 2021-2022 data.

The three subgroups for this analysis were:

x

2.2.5 Item-level comparison of demographic groups within JCU

I developed my skills in critical analysis and evaluation (SDS)

I improved my ability to plan and manage my time effectively (SDS)

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