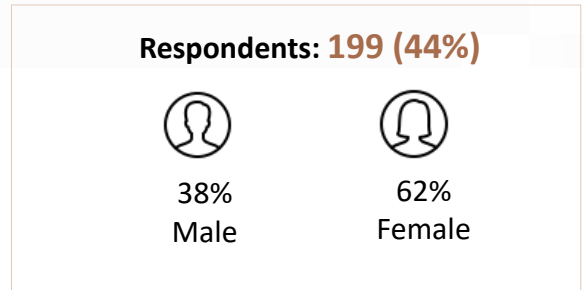
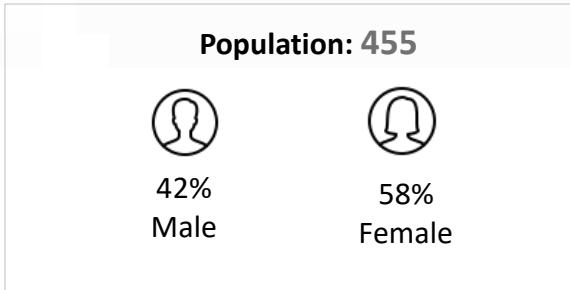
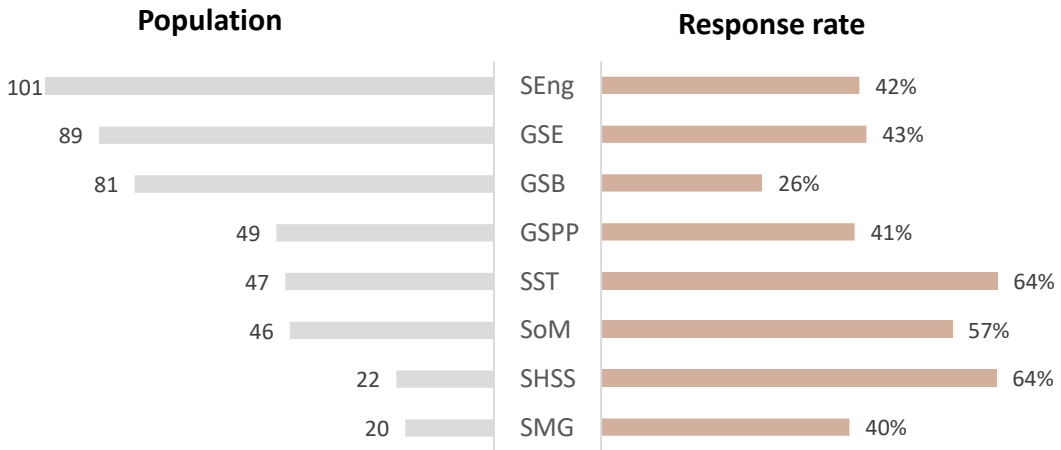




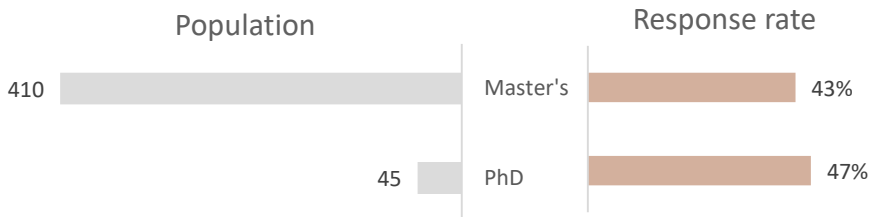
POPULATION AND SURVEY RESPONDENT DISTRIBUTIONS



Population and response rate by school



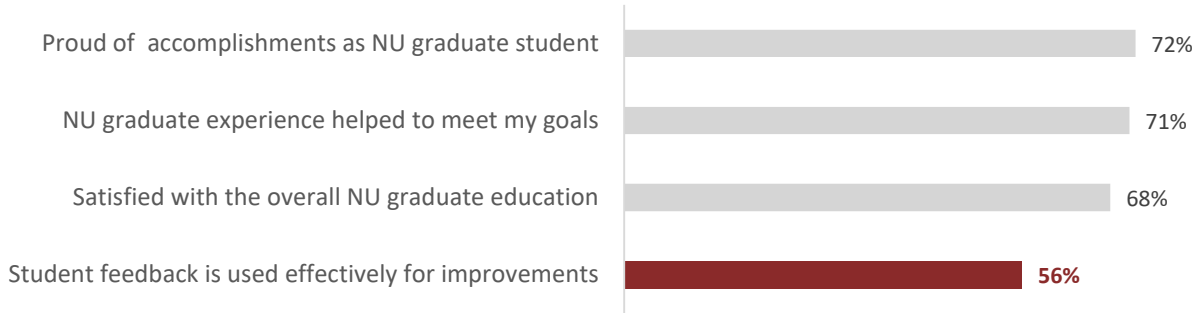
Population and response rate by graduate program type



PERCEPTION OF NU EXPERIENCES

Perception of NU experiences*

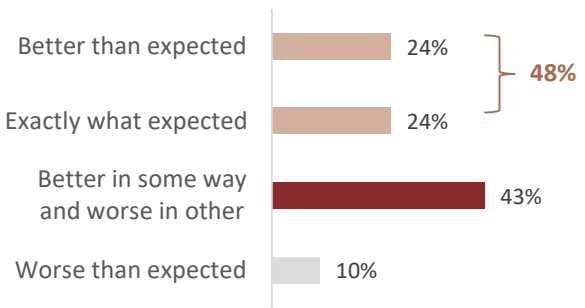
Students tended to be highly positive about their NU graduate experience (i.e. accomplishments, meeting goals, overall graduate education). However, they were less positive about how **effectively student feedback is used for improvements**.



Match between student experience and expectations:

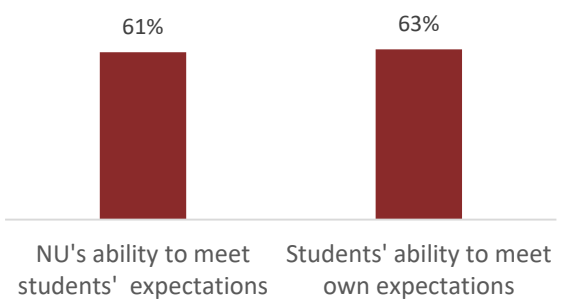
How well experience matched expectations

4 in 10 students reported that their graduate experience matched their initial expectations better in some ways and worse in other ways. **About half** of the students' experience tended to match or exceed their initial expectations.



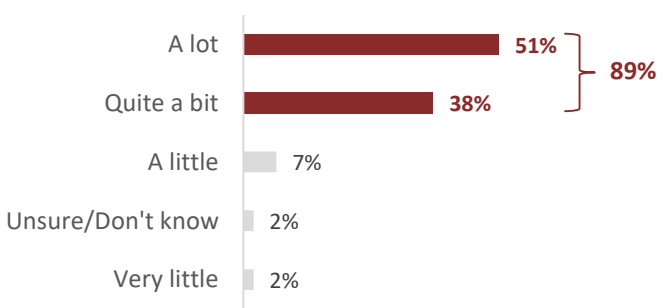
Satisfaction with abilities to meet expectations**

The majority of students were satisfied or very satisfied with **NU's abilities** and also with **their own ability to meet** their expectations.

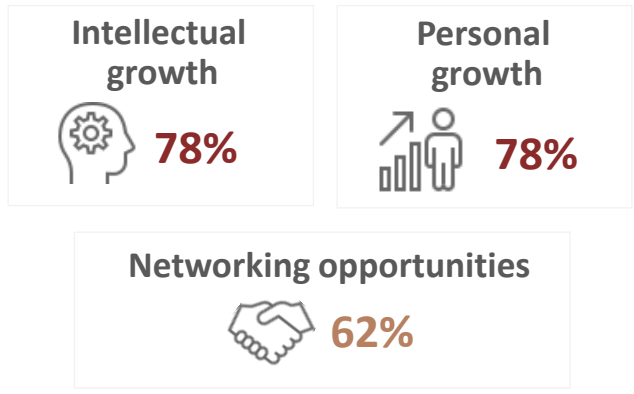


Learning gains

The vast majority of students (**almost 90%**) reported having **learnt substantially** during their graduate program.



Students who indicated how NU met their needs "well" or "very well":



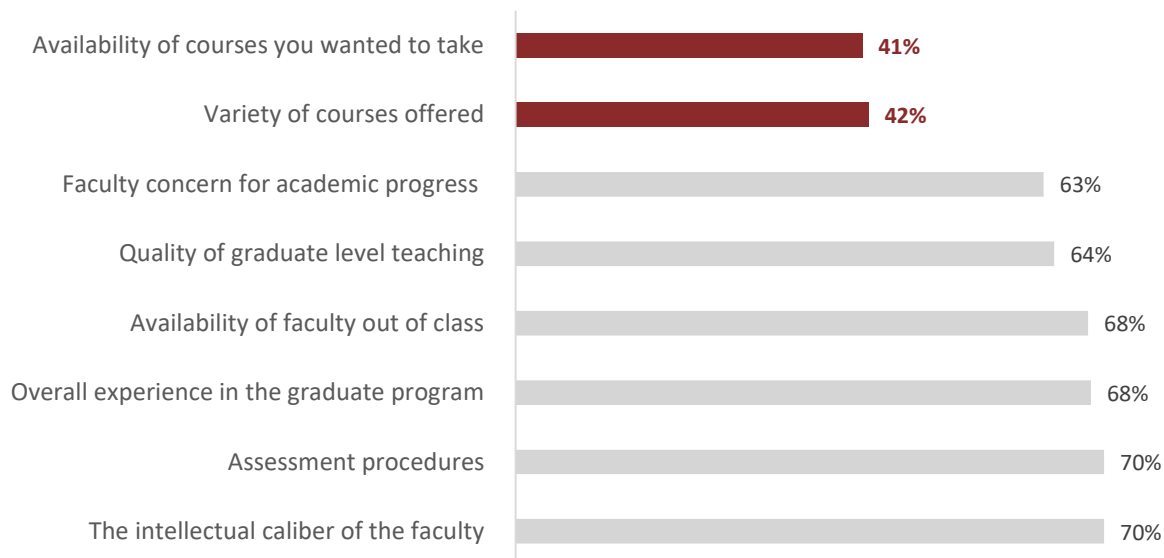
* Numbers represent the percentage of respondents who selected the response categories "Agree" or "Strongly agree".

** Numbers represent the percentage of respondents who selected the response categories "Satisfied" or "Very satisfied".

SATISFACTION WITH ACADEMIC EXPERIENCES

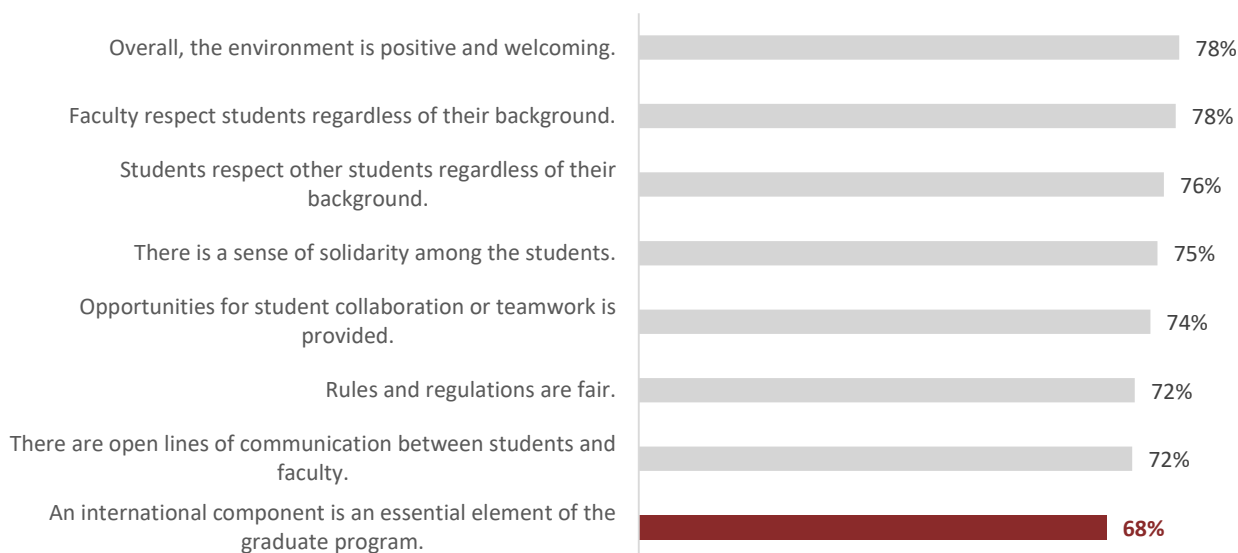
Satisfaction with various aspects of the graduate program*

The level of satisfaction with **course availability** and **variety** were substantially lower compared to satisfaction with other aspects of the graduate program.



Graduate program experience**

Overall, students were highly positive about their graduate program environment. Students were slightly less positive about the **international component** of their program than they were with any other aspect.



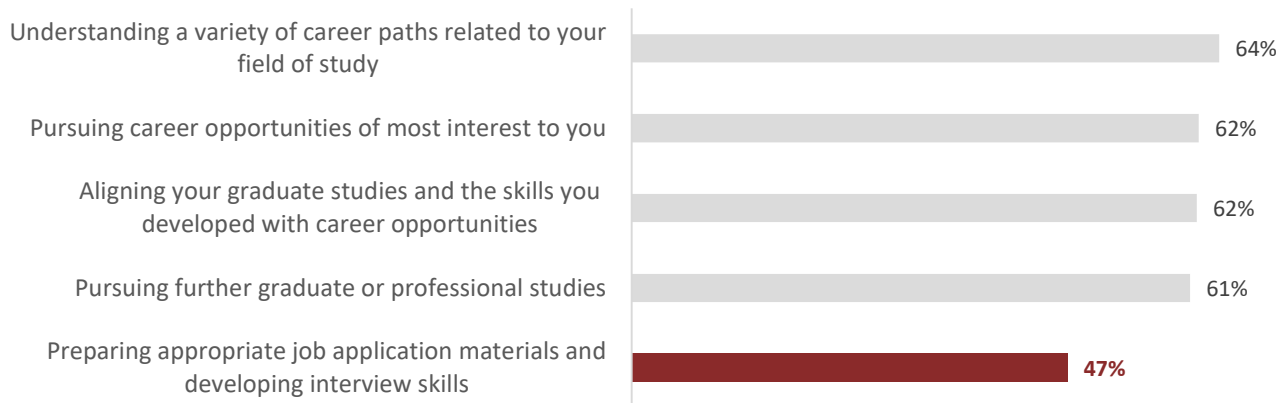
* Numbers represent the percentage of respondents who selected the response categories "Satisfied" or "Very satisfied".

** Numbers represent the percentage of respondents who selected the response categories "Agree" or "Strongly agree".

PREPARATION FOR POST-GRADUATE PLANS

Preparation for career and further studies*

The majority of students (at least 6 in 10 students) felt well or very well prepared for future career and further studies. However, **less than half** felt well or very well prepared to **handle job application materials and interviews**.



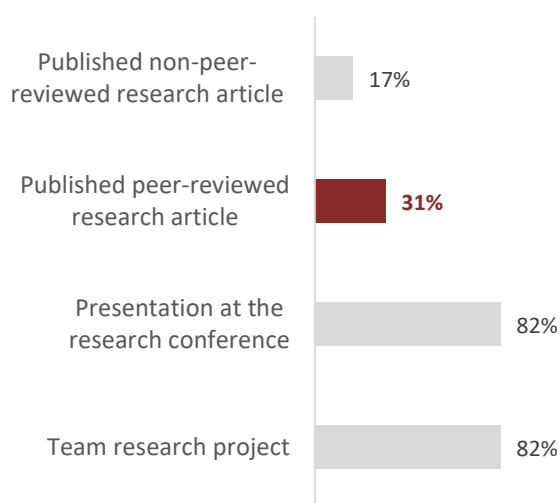
RESEARCH EXPERIENCE & TRAINING

Research activities students were engaged in

The majority of students (8 in 10) had experience working in teams or presenting their work at research conferences during their graduate studies. **3 in 10** students **published a peer-reviewed research article**.

Research related training**

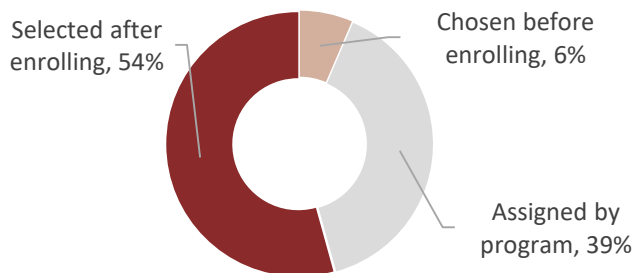
The vast majority of students ranked their understanding of plagiarism, use of scholarly resources and knowledge of professional/research ethics as major strengths. **Understanding and application of research methods** were seen as a major strength only by **6 in 10** students.



EXPERIENCE WITH RESEARCH SUPERVISOR

Research advisor determination

More than half of students **selected** their research supervisor/mentor after starting their graduate programs.

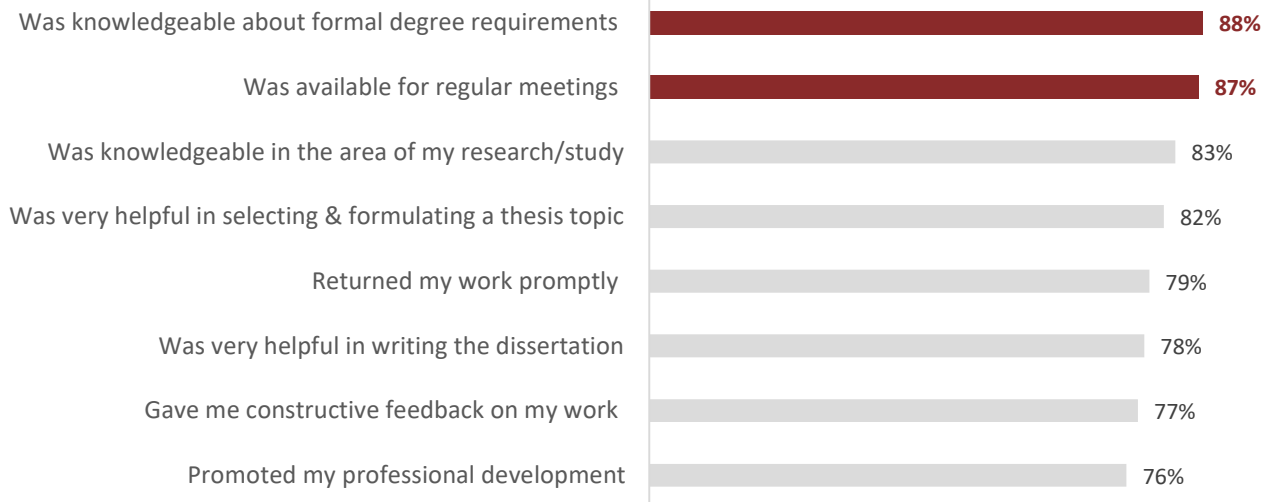


75%

of students communicated with their research advisors frequently.*

Evaluation of research supervisor**

Students' ratings of their experiences with their research supervisor were highly positive, particularly with respect to the advisor being **knowledgeable about degree requirements** and **available for regular meetings**.



85%

of students agreed or strongly agreed that their research supervisor performed his/her role well overall.

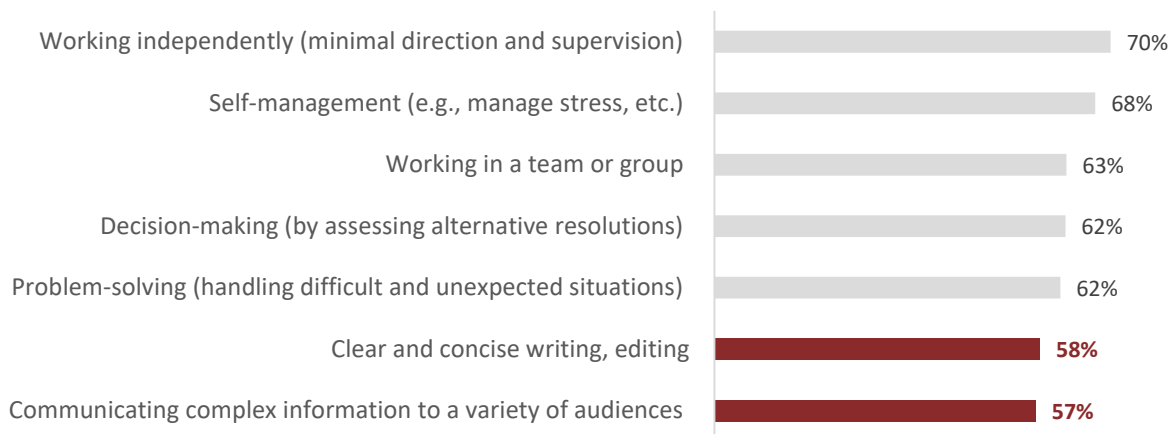
* Numbers represent the percentage of respondents who selected the response categories "Often" or "Very often".

** Numbers represent the percentage of respondents who selected the response categories "Agree" or "Strongly agree".

SKILLS AND COMPETENCES

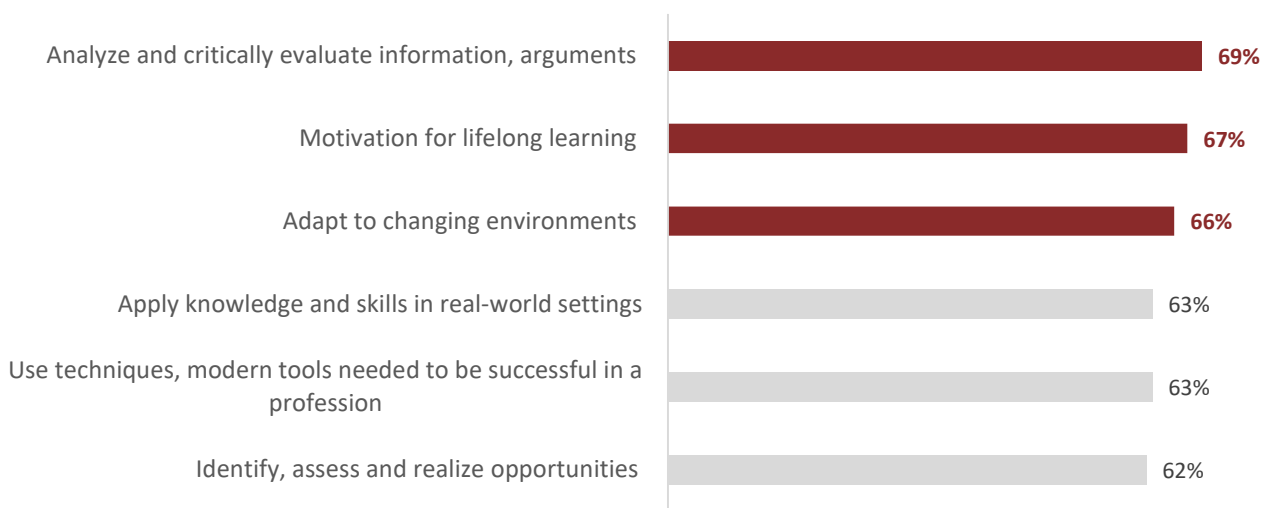
Improvement of skills*

Students believed their graduate program helped them improve **“communicating complex information to a variety of audiences”** and **“clear and concise writing”** skills least significantly.



Skills/abilities ranked as a strength*

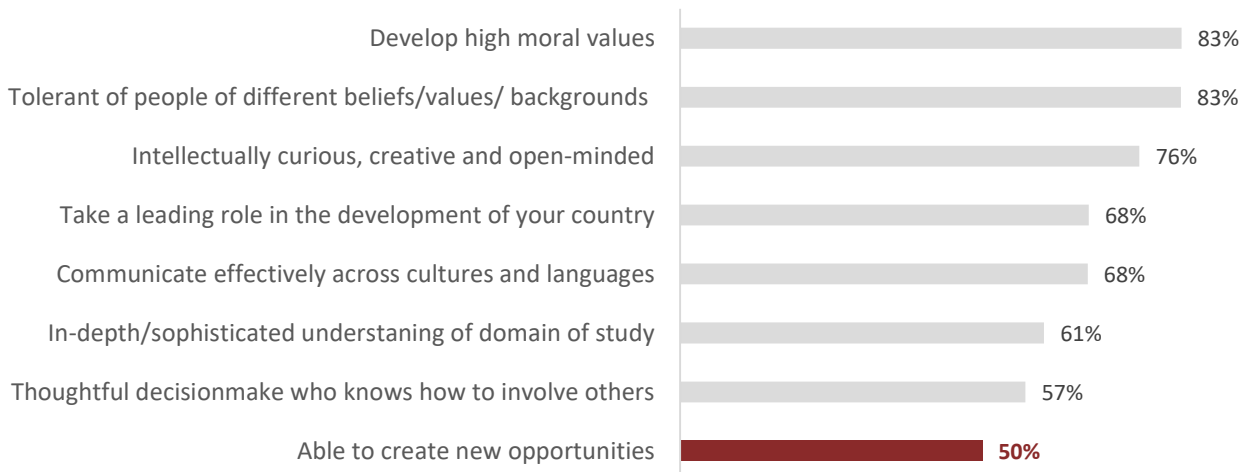
Of the six abilities assessed, **analysis and critical evaluation of information, motivation for lifelong learning and ability to adapt to changing environments** emerged as graduates’ greatest strengths.



NU GRADUATE ATTRIBUTES

NU Graduate attributes attainment*

Students' ratings of their level of graduate attribute attainment tended to be high. The **ability to create new opportunities**, however, emerged as the attribute with the lowest ratings (with **only half of the students** rating their attainment as "high").



PARTICIPATION IN KEY ACTIVITIES

Percent of students who "often" or very "often" participated in key activities :



73%

Study or work with other students on course assignments/projects



37%

Work on research projects with faculty members (besides primary research supervisor)



23%

Participating in extra-curricular activities (student club/government)



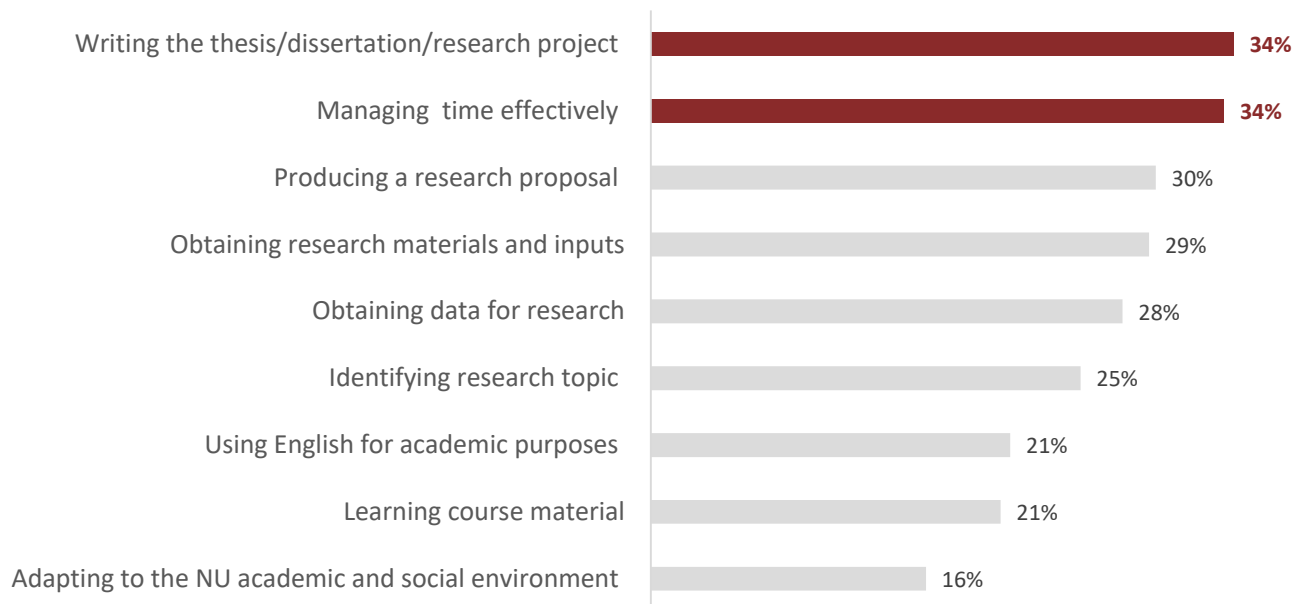
19%

Volunteer or engage in community service

DIFFICULTIES ENCOUNTERED

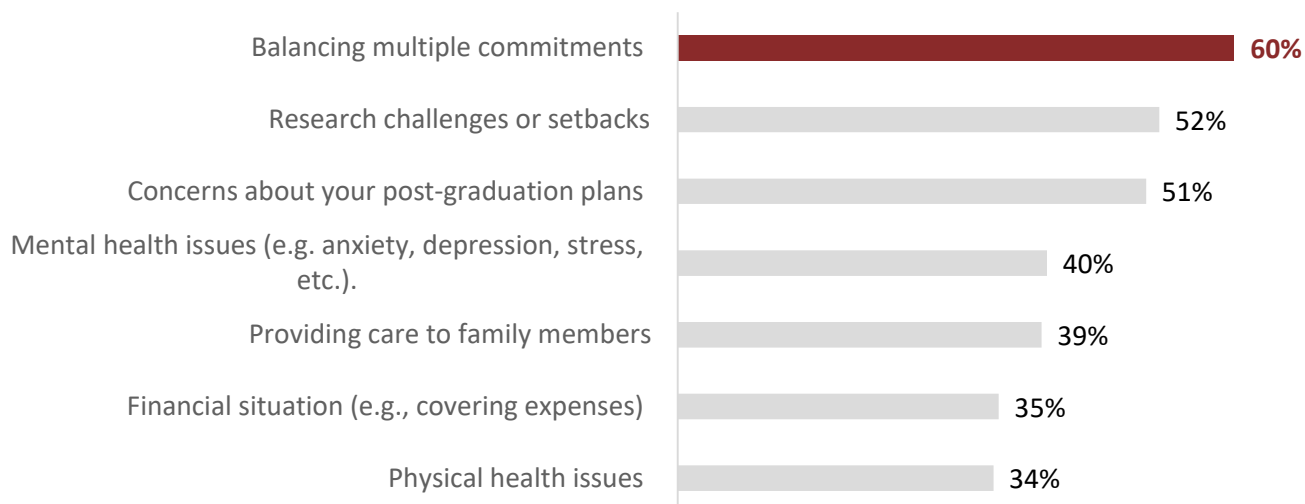
Percent of students who encountered difficulties*

In general, students did not encounter high levels of difficulties during their graduate studies at NU. **Thesis writing** and **time management** emerged as the most difficult aspects (with a **third** of the students rating the difficulty level as “high”).



Sources of stress**

Balancing multiple commitment was the most stressful aspect of graduate students’ experience. **6 in 10** students rated their stress level on this dimension as “high”.



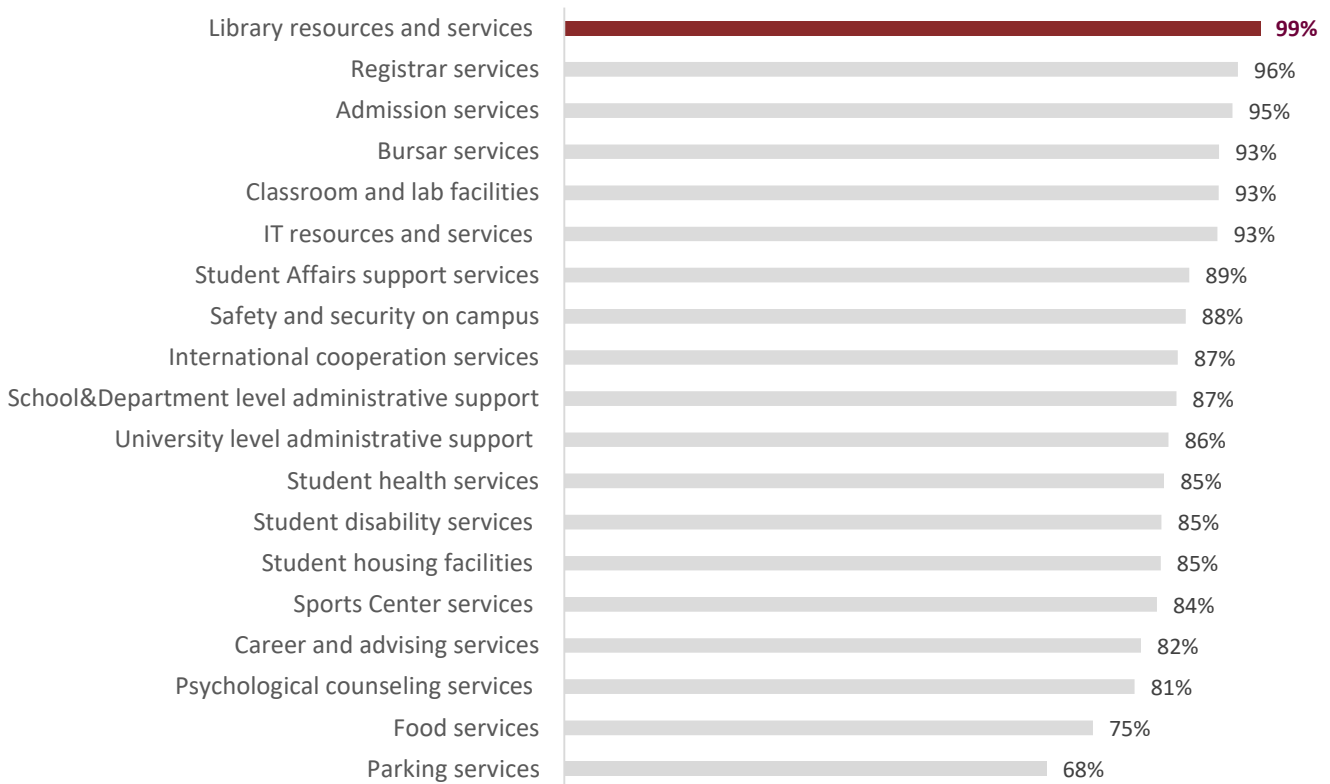
* Numbers represent the percentage of respondents who selected the highest two response categories (“5” and “6”). Scale “1-6”.

** Numbers represent the percentage of respondents who selected the highest two response categories “Moderately stressful” and “Very stressful”

SATISFACTION WITH NON-ACADEMIC EXPERIENCES

Satisfaction with NU services and facilities*

In general, students were highly satisfied with campus services and facilities. **Library resources and services** received exceptionally high ratings.

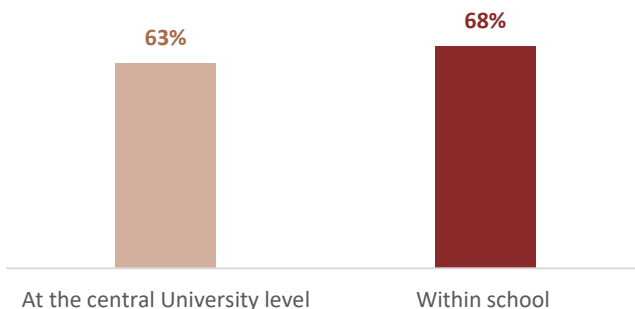


Interaction with administrative personnel**

Students found administrative personnel of their respective **schools (68%)** slightly **more helpful, considerate** and **flexible** than the personnel at the central University administration level (63%) were.



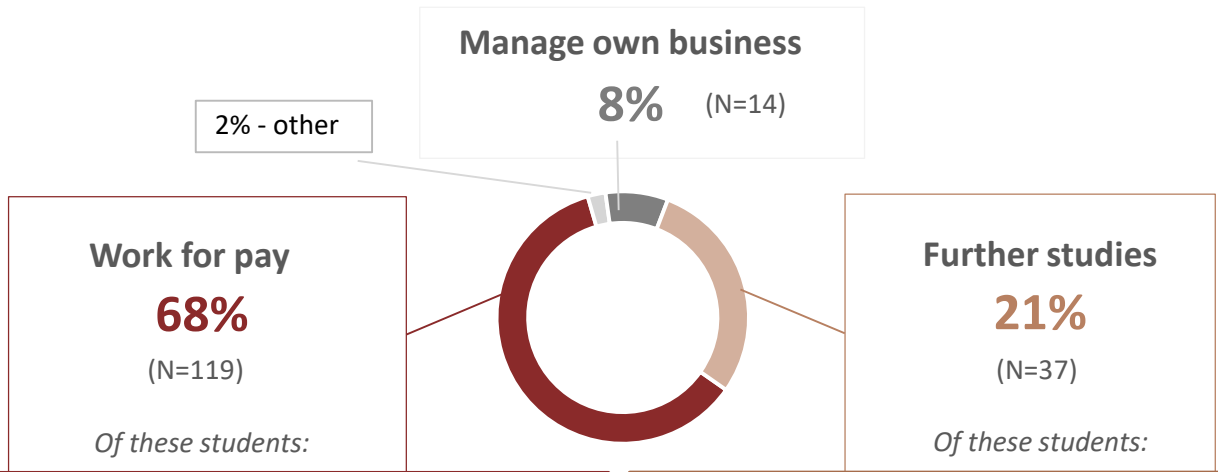
6 in 10 students agreed or strongly agreed that **rules and regulations** regarding non-academic issues are **clear and transparent.**



*Numbers represent the percentage of respondents who selected the highest two response categories ("Satisfied" or "Very satisfied").

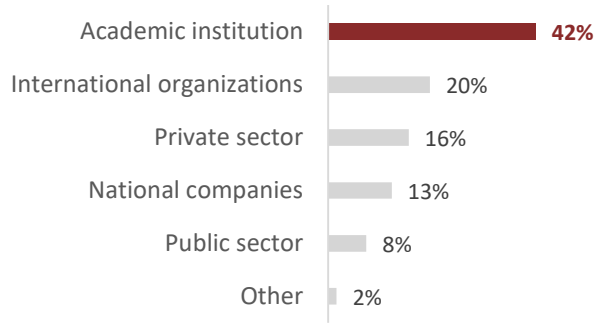
**Numbers represent the percentage of respondents who selected the highest two response categories ("Agree" or "Strongly agree").

POST-GRADUATION PLANS



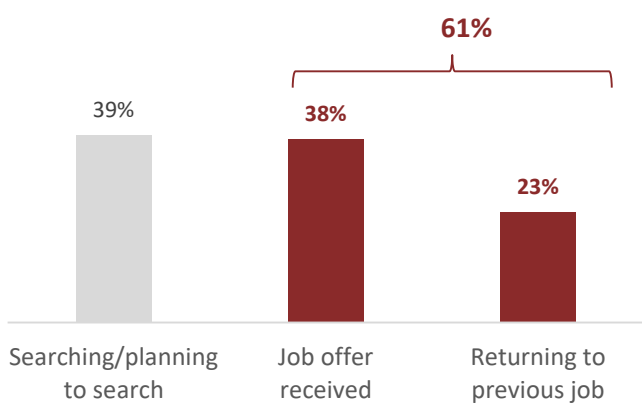
Type of organization graduates plan to work in

4 in 10 graduates* plan to be employed at **academic institution**.



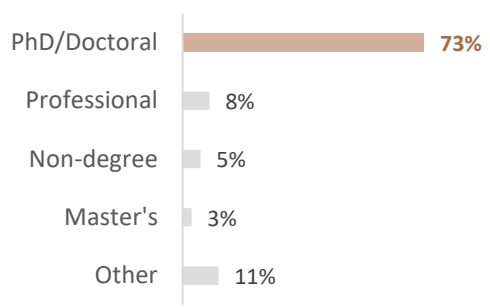
Employment status

6 in 10 students* had either received a job offer or decided to return to their previous job at the point of graduation.



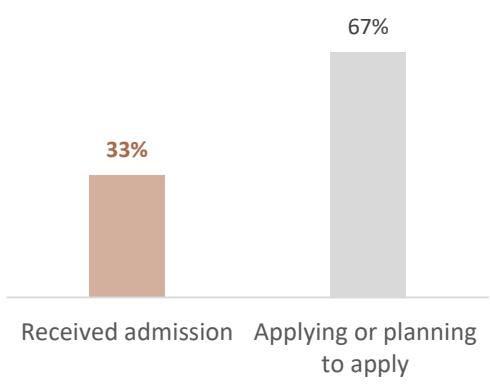
Type of program graduates plan to pursue

7 in 10 graduates** plan to enroll in a **PhD program**.



Application status

A third of the students** had **received an admission offer** at the point of graduation.



* Of those 119 students who indicated planning to work after graduation.

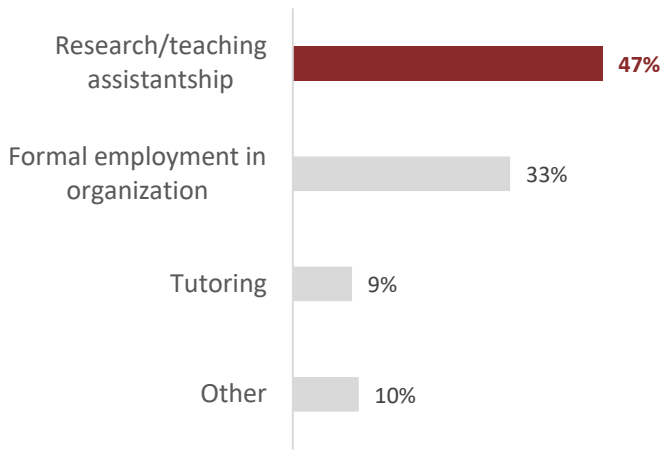
** Of those 37 students who indicated planning to study further after graduation.

WORK DURING GRADUATE STUDIES

6 in 10 students worked at some point during their graduate studies (N=101)

Type of work

About half of the students* were employed as **research or teaching assistants**. A third held a formal employment in an organization.

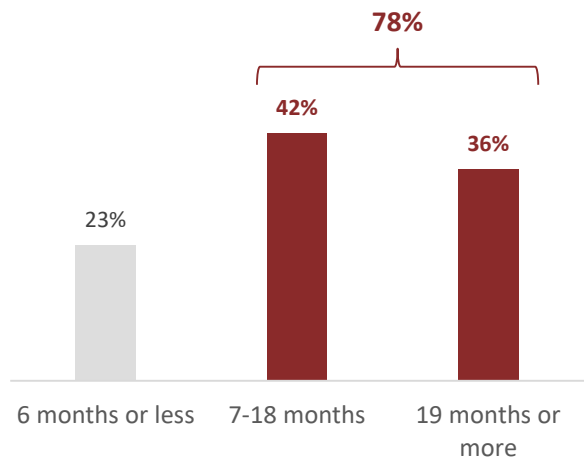


56% of the students* worked on campus



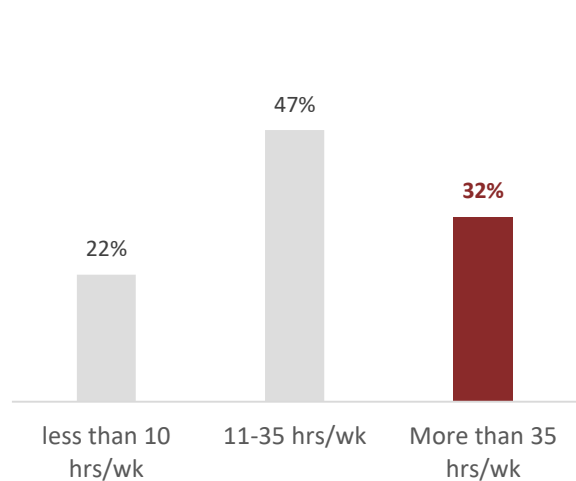
Duration of work

8 in 10 graduate students* reported they had worked for **more than 6 months**** during their graduate program.



Number of hours worked

A third of the students* worked more than 35 hours during a typical week.



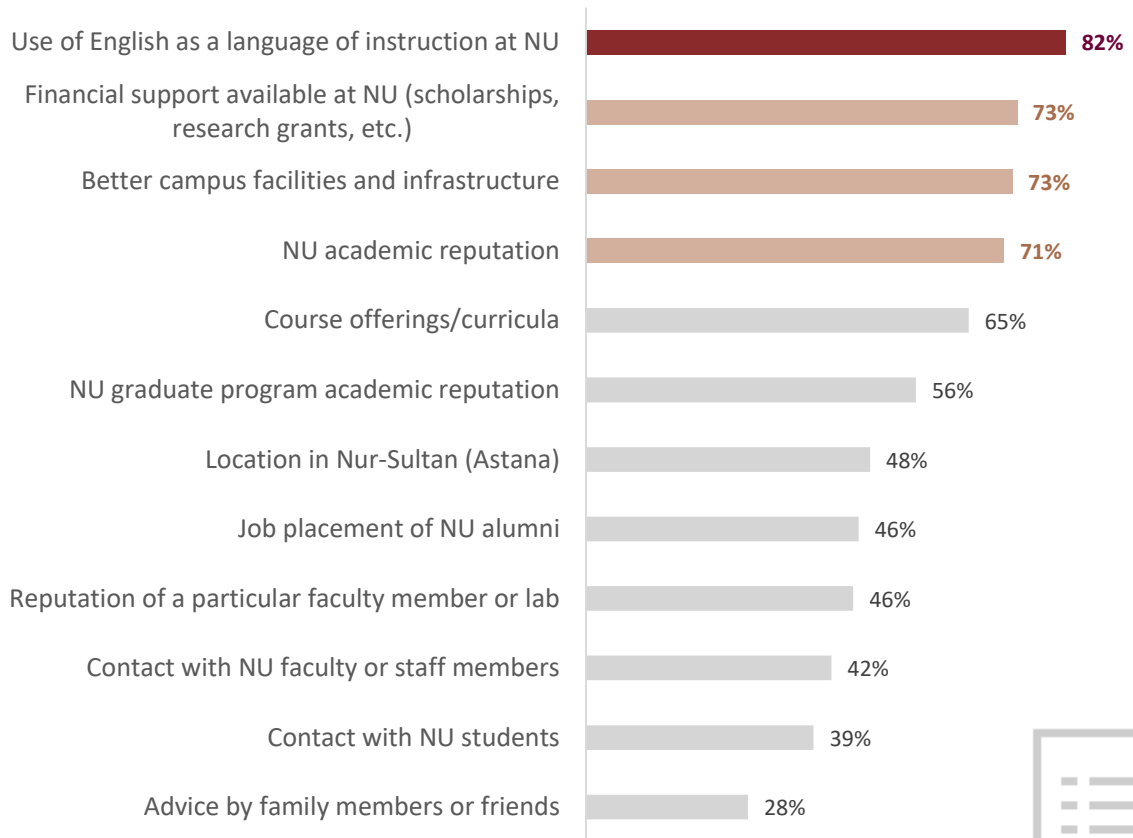
* Of students who indicated they had worked at some point during graduate studies.

** The cumulative duration of the period engaged in work during graduate studies.

APPLYING TO NU

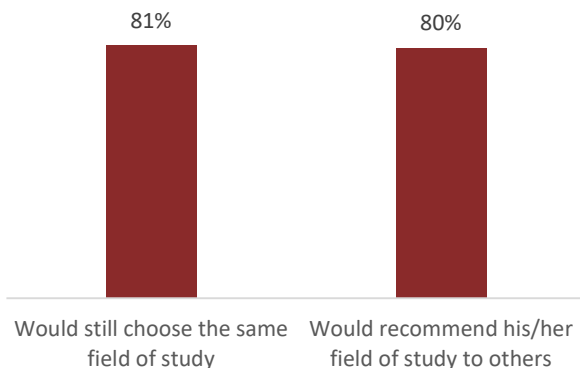
Factors that were important in deciding to apply to NU*

Use of **“English as a language of instruction”** was the most important factor for choosing NU. Availability of NU **grants, good facilities**, as well as NU’s **academic reputation** also played a significant role.

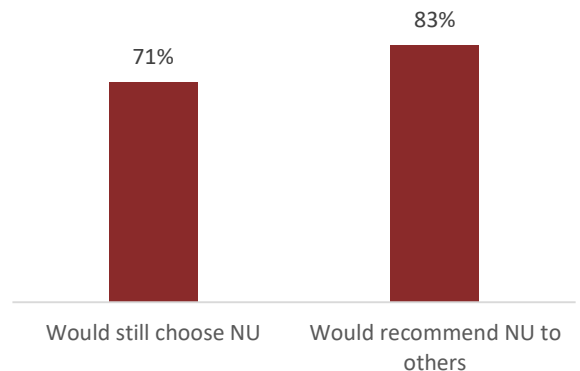


Choosing graduate fields and NU again**

8 in 10 students would **choose** the same graduate **field of study** again, if they had to start over. **8 in 10** would also **recommend** it to others.



7 in 10 students would **select** NU for graduate study again, if they had to start over. **8 in 10** students would **recommend** graduate study at NU to others.

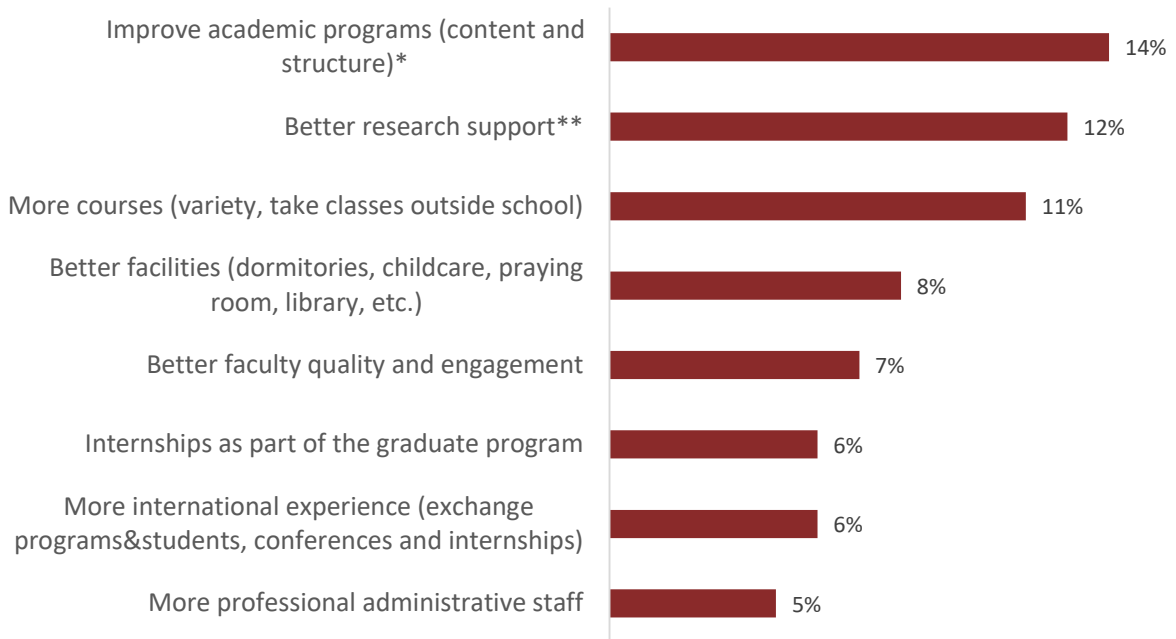


*Numbers represent the percentage of respondents who selected the highest two response categories (“Agree” or “Strongly agree”).

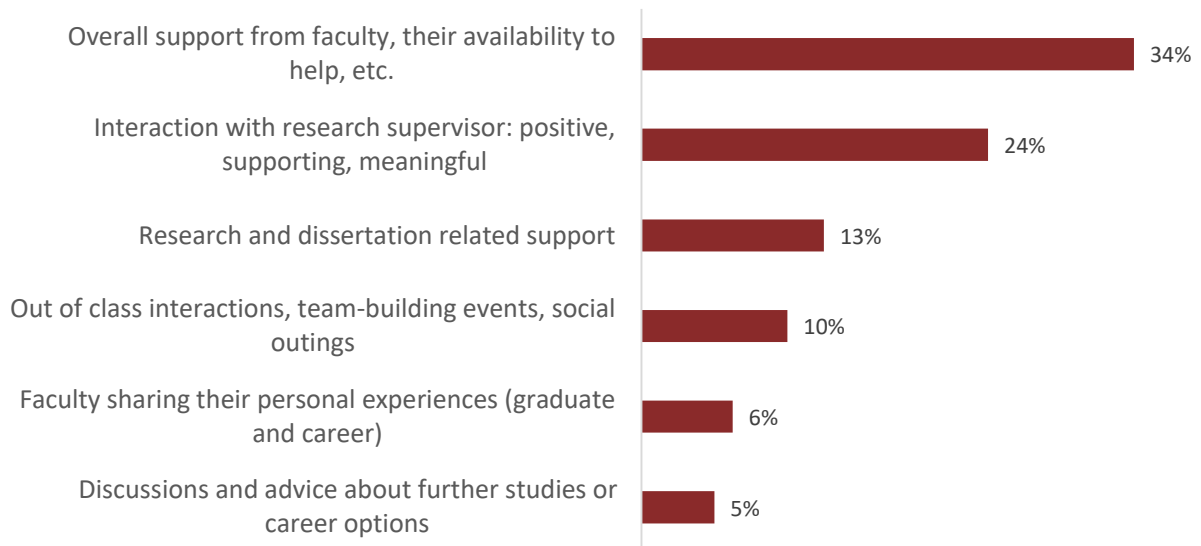
** Numbers represent the percentage of respondents who selected the response categories “Probably yes” or “Definitely yes”.

NARRATIVE COMMENTS

What NU could have done/changed to improve students' experience



Most positive/meaningful interactions with faculty members



Only themes with a frequency count of at least 5% are displayed.

*Content - more practical, adapted to local context; structure - length, schedule, evening courses, summer studies, etc.

** More research funding and opportunities, support in selecting topic & writing dissertation, obtaining research input, better labs, etc.

NARRATIVE COMMENTS

Graduates' advice to new NU graduate students



20%

Time-management, maintain work-life balance, avoid procrastination



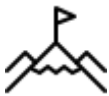
19%

Start **research** early, carefully choose research topic & supervisor



12%

Seize **opportunities** available at NU (academic, research, extracurricular, networking, etc.)



11%

Align studies with future career plans and personal **goals**



11%

Study/work diligently



9%

Don't stress and **enjoy**



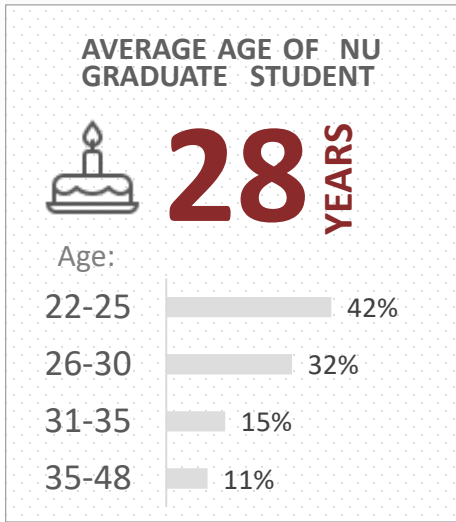
7%

Participate in social/extracurricular activities



6%

Take care of physical & **mental health** (exercise, eat, sleep, etc.)

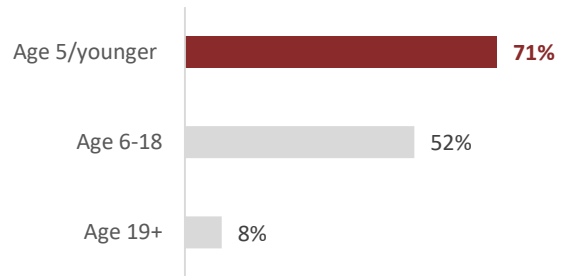


29% obtained their **Bachelor's degree** at NU



31% have kids
(N=48)

Respondents have children/dependents of age:



Highest level of formal education completed by parents/guardians

Students reported high levels of parental education. About **8 in 10** students reported their **mothers** have a university level (Bachelor's or advanced) degree. **7 in 10** reported the same educational level for their **fathers**.

