

Babeş-Bolyai University
Summary of the Report on the Assessment
of Student Satisfaction Levels
- doctoral level -
-2026-

Q
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Executive summary

This report presents the results of the assessment of doctoral students' satisfaction with the services provided by Babeş-Bolyai University (UBB), with the objective of monitoring doctoral students' perceptions of the quality of the educational process and university services, as well as identifying the main directions for institutional development.

The questionnaire used in the survey (Annex 1) investigated doctoral students' satisfaction with the services provided by UBB across the following dimensions: (1) **Teaching–Learning–Research Activities**, (2) **Material Resources**, and (3) **Facilities and Services**. Satisfaction was assessed using a set of items corresponding to these three dimensions, rated on a six-point Likert scale (1 – Very Dissatisfied; 6 – Very Satisfied). The questionnaire also assessed respondents' willingness to recommend enrollment at UBB, as well as at the faculty and doctoral school they attend, to other people. At the end of the questionnaire, two open-ended questions were included addressing the main positive aspects and those identified as requiring improvement in relation to the student experience at UBB.

To ensure the anonymity of the assessment process, the analysis was conducted at an aggregated level, by fundamental fields of science (DFS)¹: Mathematics and Natural Sciences (MSN), Biological and Biomedical Sciences (SBB), Engineering Sciences (SI), Social Sciences (SS), Sport Science and Physical Education (SSEF), and Humanities and Arts (SUA).

The number of respondents was 163, with a response rate of 8.67%. Of the respondents, 118 (72.4%) were enrolled in full-time education, while 45 (27.6%) were enrolled in part-time education.

The analysis of the results, based on the responses of 163 doctoral students enrolled in both full-time education (IF) and part-time education (IFR), indicates a **high overall level of satisfaction** with the university experience, with a mean score of **5.08** (on a scale from 1 to 6). The highest scores were given to the **Facilities and Services** provided by the university. Doctoral students also demonstrated a high willingness to recommend pursuing doctoral studies at UBB to others.

¹ cf. UEFISCDI, 2021, Policy brief. Doctoranzi în România, <https://editura.uefiscdi.ro/18-policy-brief-doctoranziin-romania>

The results obtained for each of the three dimensions indicate that the highest scores were awarded as follows:

- ✓ Dimension (1) Teaching–Learning–Research (5.21) – the guidance and support received from the doctoral advisor in carrying out the scientific research component;
- ✓ Dimension (2) Material Resources (5.02) – the Material Resources provided by UBB for online education;

Dimension (3) Facilities and Services (5.28) – the level of safety and protection provided in UBB facilities.

The results also indicate a number of aspects that could be improved. **The lowest levels of satisfaction** are associated with:

- ✓ the opportunity to work in scientific research teams and projects;
- ✓ the resources available at the faculty for research activities;
- ✓ the accessibility of administrative information.

Regarding **doctoral students' willingness to recommend** enrollment at UBB, as well as at the faculty and doctoral school they attend, to other people, among doctoral students enrolled in **full-time education**, the highest willingness to recommend was expressed for their chosen faculty (mean score: **5.38**). Among doctoral students enrolled in **part-time education**, the highest willingness to recommend was expressed for the University (mean score: **5.43**).

The analysis of the **open-ended responses** confirms these findings and also highlights that **the most satisfying aspects** identified by doctoral students are:

- ✓ interaction with teaching staff;
- ✓ the professionalism of the teaching staff;
- ✓ the opportunity to participate in various scientific events.

Based on the results obtained, there is **a need for increased institutional efforts**, particularly in the following areas:

- ✓ simplifying administrative procedures;
- ✓ improving institutional communication;
- ✓ improving the infrastructure and resources available to doctoral students;
- ✓ developing mechanisms for guidance, feedback, and integration into the doctoral community.

Description of the respondent sample

The response rates by form of study are presented in Table 1, while the distribution by year of study is presented in Table 2.

Table 1. Sample structure and response rates by form of study

	No. of respondents	UBB doctoral student population*	Response rate
Full-time education	118	1,359	8.68%
Part-time education	45	520	8.65%
Total	163	1,879	8.67%

***Note:** The doctoral student population does not include doctoral students whose period of study has been extended. Response rates (percentages) were calculated by dividing the number of respondents in the sample by the UBB doctoral student population enrolled at the corresponding level of study and form of study.

Table 2. Sample structure by year of study and form of study

	Full-time education		Part-time education	
Year of study	No. of doctoral students	%	No. of doctoral students	%
1	33	27.97%	25	55.56%
2	27	22.88%	13	28.89%
3	34	28.81%	3	6.67%
4	17	14.41%	2	4.44%
5	7	5.93%	2	4.44%
Total	118	100%	45	100%

Sample of respondents enrolled in full-time education (IF)

The sample of respondents enrolled in full-time education (IF) consists of 118 respondents (response rate: 8.68%). Most respondents are enrolled in state-funded places, are between 27 and 35 years old, and have Romanian citizenship and ethnicity, while the gender distribution is relatively balanced (Tables 3, 4, and 5).

Table 3. Distribution of respondents by sociodemographic characteristics (IF)

		N	%
Funding	State-funded	91	77.1%
	Tuition-paying	27	22.9%
Age	23-26	34	28.8%
	27-35	46	39.0%
	35+	36	30.5%
	No response	2	1.7%
Gender	Female	56	47.5%
	Male	59	50.0%
	Other response	3	2.5%
Citizenship	Romanian	109	92.4%
	Other citizenship	2	1.7%
	No response	7	5.9%
Ethnicity	Romanian	85	72.0%
	Hungarian	26	22.0%
	German	0	0.0%
	Roma	1	0.8%
	Other ethnicity	1	0.8%
	No response	5	4.2%
Disability status	Yes	2	1.7%
	No	114	98.3%

Table 4. Distribution of UBB doctoral students by sociodemographic characteristics (IF)

		N	%
Funding	State-funded	1,168	85.9%
	Tuition-paying	191	14.1%
Sex	Female	745	54.8%
	Male	614	45.2%
Citizenship	Romanian	1278	94.0%
Ethnicity	Romanian	644	47.4%
	Hungarian	212	15.6%
	German	7	0.5%
	Roma	11	0.8%
	Other ethnicity	485	35.7%
Disability status	Yes	11	0.8%
	No	1,348	99.2%

Table 5. Distribution of respondents with citizenship other than Romanian, by form of funding (IF)

	N	%
Self-funded	5	83.30%
Scholarship/Other situation	1	16.70%

Sample of respondents enrolled in part-time education (IFR)

The sample of respondents enrolled in part-time education (IFR) consists of 45 respondents (response rate: 8.65%). The respondents are predominantly male and primarily enrolled in state-funded places, with a higher proportion belonging to the over-35 age group (Tables 6 and 7).

Table 6. Distribution of respondents enrolled in part-time education (IFR), by sociodemographic characteristics

		N	%
Funding	State-funded	35	77.8%
	Tuition-paying	10	22.2%
Age	23-26	13	28.9%
	27-35	11	24.4%
	35+	18	40.0%
	No response	3	6.7%
Gender	Female	18	40.0%
	Male	23	51.1%
	Other response	4	8.9%
Citizenship	Romanian	41	91.1%
	Other citizenship	2	4.4%
	No response	2	4.4%
Ethnicity	Romanian	31	68.9%
	Hungarian	11	24.4%
	German	1	2.2%
	Roma	0	0.0%
	Other ethnicity	0	0.0%
	No response	2	4.4%
Disability status	Yes	2	4.7%
	No	41	95.3%

Table 7. Distribution of UBB doctoral students enrolled in part-time education (IFR), by sociodemographic characteristics

		N	%
Funding	State-funded	452	86.9%
	Tuition-paying	68	13.1%
Gender	Female	264	50.8%
	Male	256	49.2%
Citizenship	Romanian	479	92.1%
Ethnicity	Romanian	238	45.8%
	Hungarian	93	17.9%
	German	4	0.8%
	Roma	0	0.0%
	Other ethnicity	185	35.6%
Disability status	Yes	4	0.8%
	No	516	99.2%

Among respondents with citizenship other than Romanian who are enrolled in the IFR form of study, all doctoral students included in the sample (2 respondents) are studying on a tuition-paying basis, using their own funds.

Data weighting

For analyses at the UBB level and those conducted by gender, statistical weighting was applied based on the fundamental field of science (DFŞ) in which the respondents are enrolled, calculated separately for the IF and IFR forms of study (Annex 3). Weighting was based on the distribution of doctoral students across DFŞ, while for categories not represented in the sample, the weighting was redistributed to DFŞ with similar academic profiles. The results presented in the analysis section are based on the weighted data.

Institutional-level data analysis

The mean score for overall satisfaction with the *UBB student experience* is 5.08 (Figure 1).

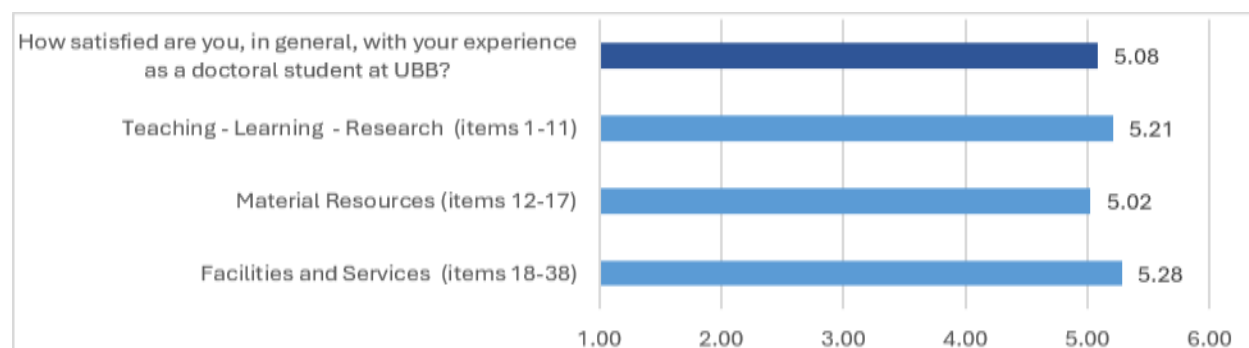


Figure 1. Average doctoral student satisfaction overall and by dimension

Full-time education (IF)

Analysis by dimensions and items (IF)

The mean score for overall satisfaction with the *UBB student experience* is 5.08 (Figure 2).

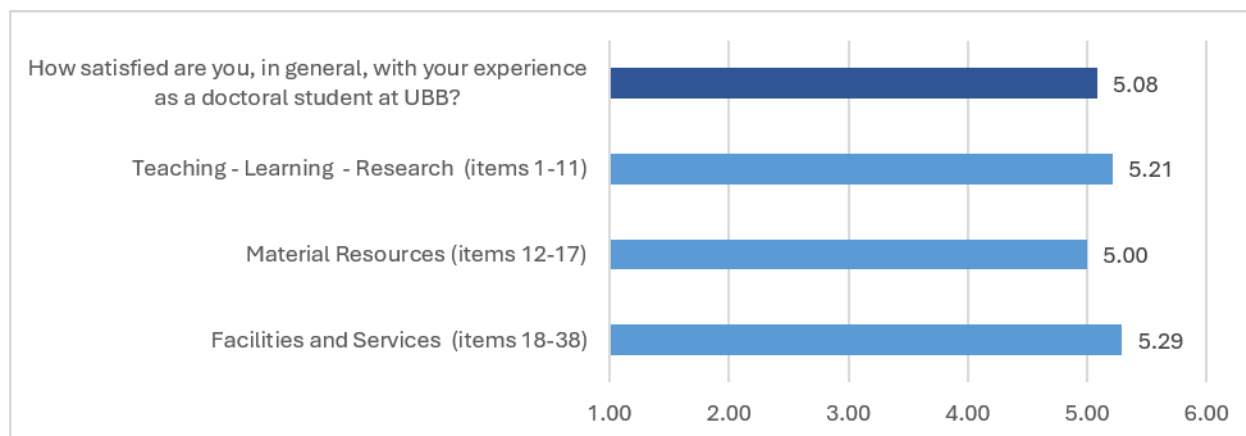


Figure 2. Average doctoral student satisfaction overall and by dimension (IF)

Analysis by dimensions and gender (IF)

When analyzing satisfaction levels by gender and the dimensions evaluated, the highest scores are associated with the Facilities and Services dimension.

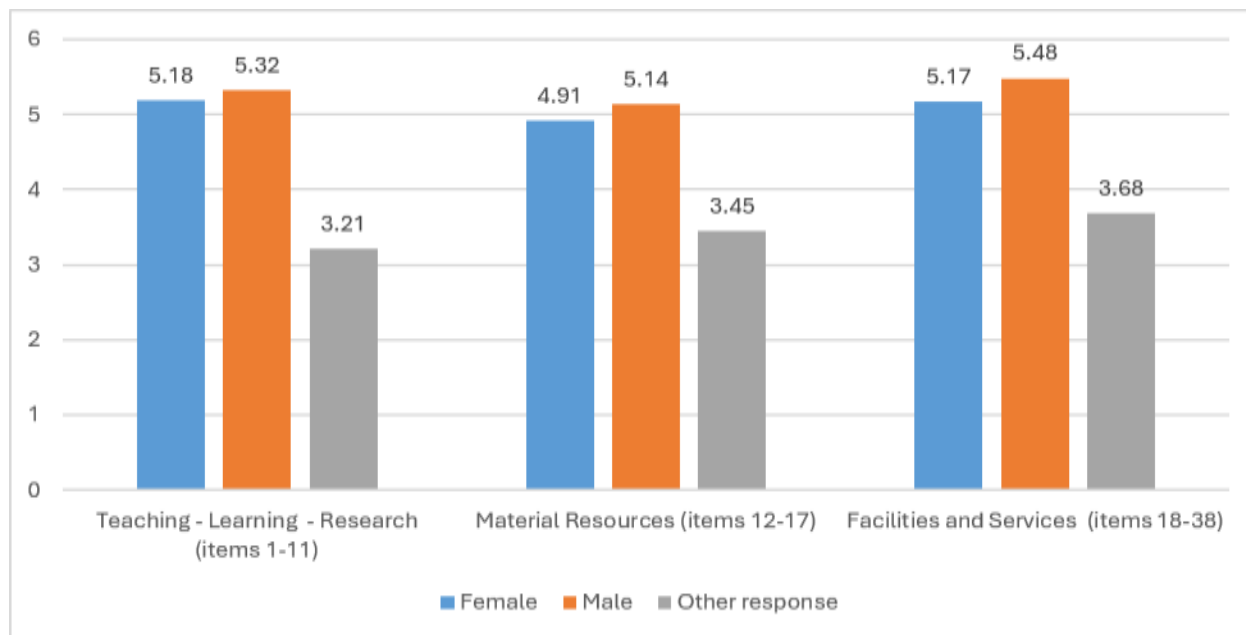


Figure 3. Average satisfaction scores of respondents with UBB services by dimension and gender (IF)

Analysis of doctoral student satisfaction by fundamental fields of science (DFŞ; IF)

In general, the *Teaching–Learning–Research* and *Facilities and Services* dimensions record the highest levels of satisfaction (Figure 4).

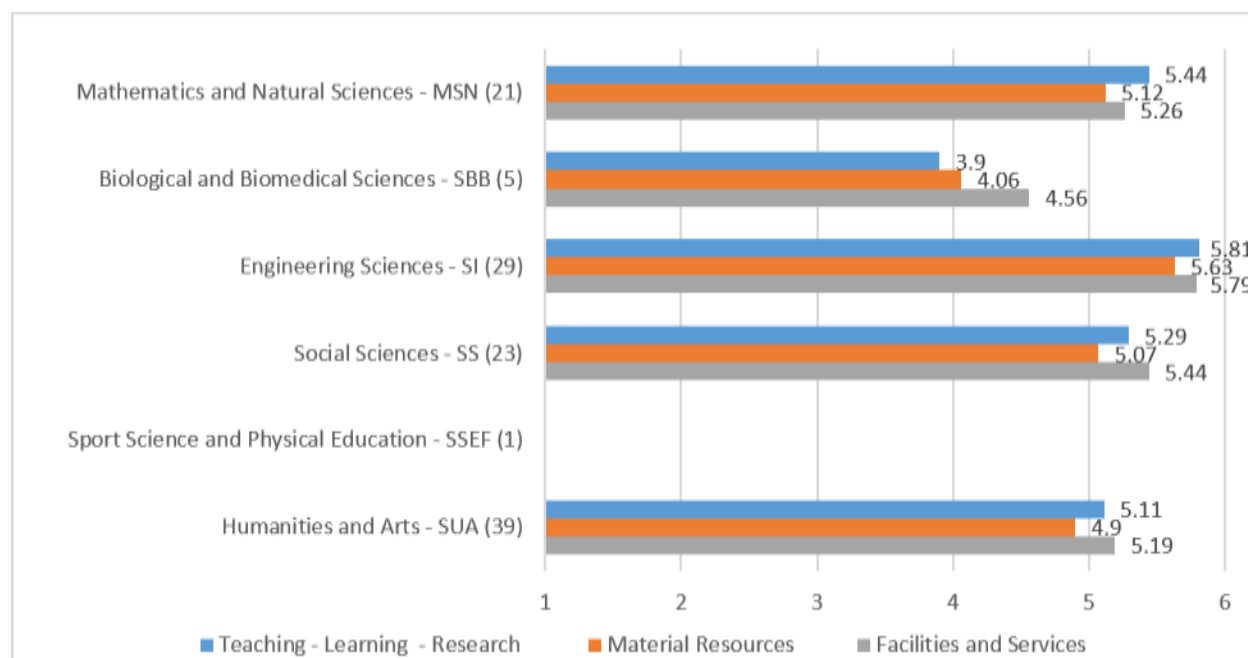


Figure 4. Average doctoral student satisfaction scores by dimension and DFŞ (IF)

Note: For DFŞ with fewer than 5 respondents, the data were considered inconclusive and omitted from the graph.

In addition to assessing doctoral students' satisfaction with the specific dimensions analyzed, the questionnaire also includes respondents' willingness to recommend the doctoral school, faculty, and university. The highest score is recorded for the willingness to recommend the *faculty chosen by the doctoral students* (Figure 5).

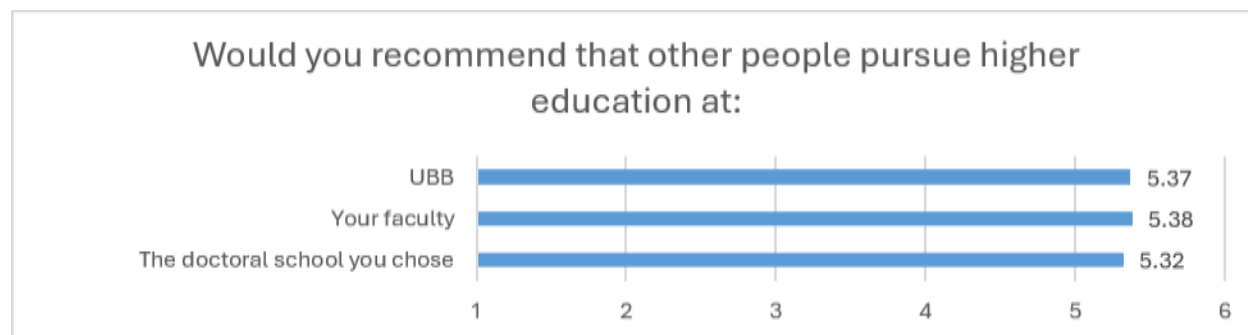


Figure 5. Overall satisfaction level and willingness to recommend the doctoral school, faculty, and university (IF)

Analysis of open-ended responses (IF)

Each student had the opportunity to mention up to three positive aspects and up to three negative aspects. The total number of respondents in full-time education (IF) was 76. In total, the respondents mentioned 182 positive aspects (Figure 6) and 90 aspects identified as requiring improvement (Figure 7).

More than 50% of the responses related to positive aspects were attributed to the following categories (Figure 6).

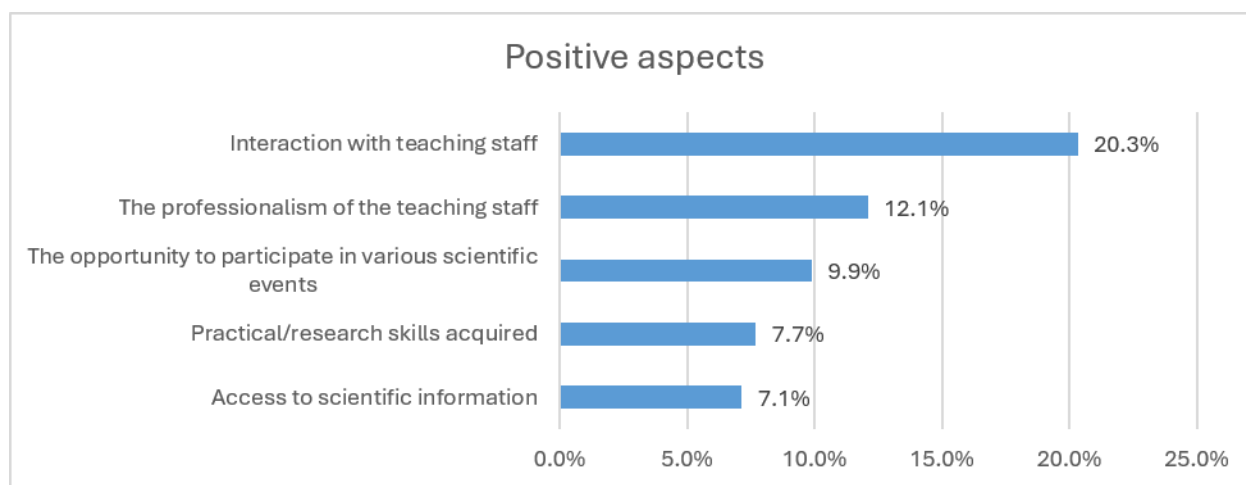


Figure 6. Distribution of positive aspects reported by respondents enrolled in full-time education (IF)

More than 50% of the responses related to aspects identified as requiring improvement were attributed to the following categories (Figure 7).

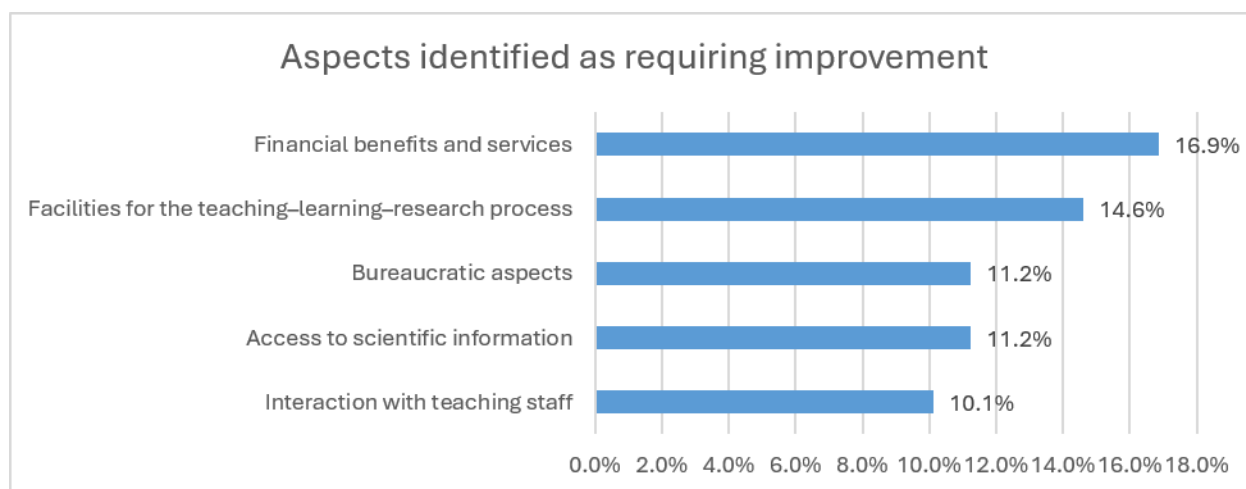


Figure 7. Distribution of aspects identified as requiring improvement among respondents enrolled in full-time education (IF)

Part-time education (IFR)

Analysis by dimensions and items (IFR)

The mean score for overall satisfaction with the *UBB student experience* is 5.10 (Figure 8).

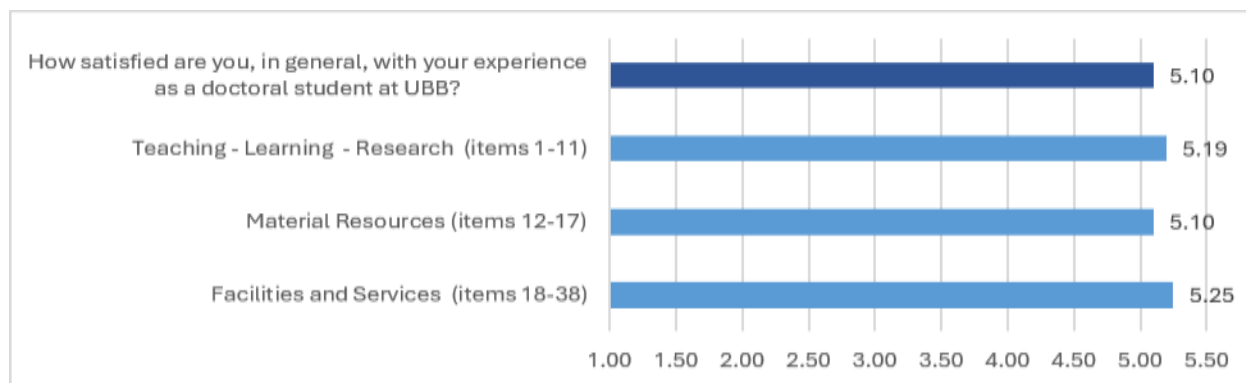


Figure 8. Average doctoral student satisfaction overall and by dimension (IFR)

Analysis by dimensions and gender (IFR)

When analyzing satisfaction levels by gender and the dimensions evaluated, the highest scores are generally associated with the *Facilities and Services* dimension (Figure 9).

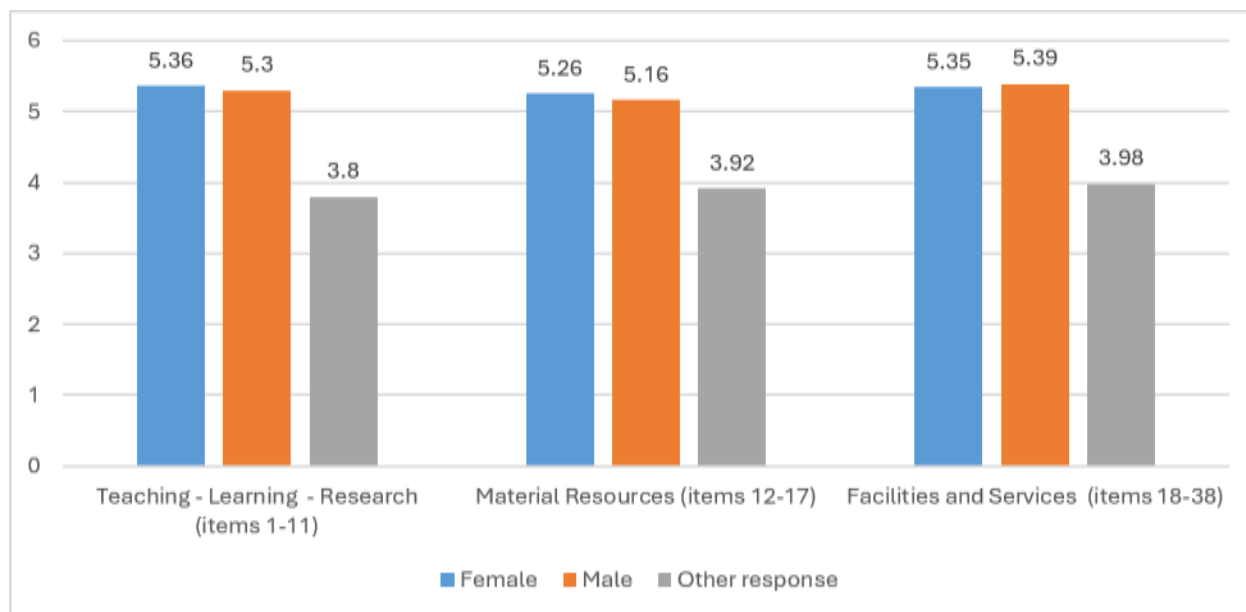


Figure 9. Average satisfaction scores of respondents with UBB services by dimension and gender (IFR)

Analysis of doctoral student satisfaction by fundamental fields of science (IFR)

In general, the *Facilities and Services* dimension records the highest levels of satisfaction (Figure 10).

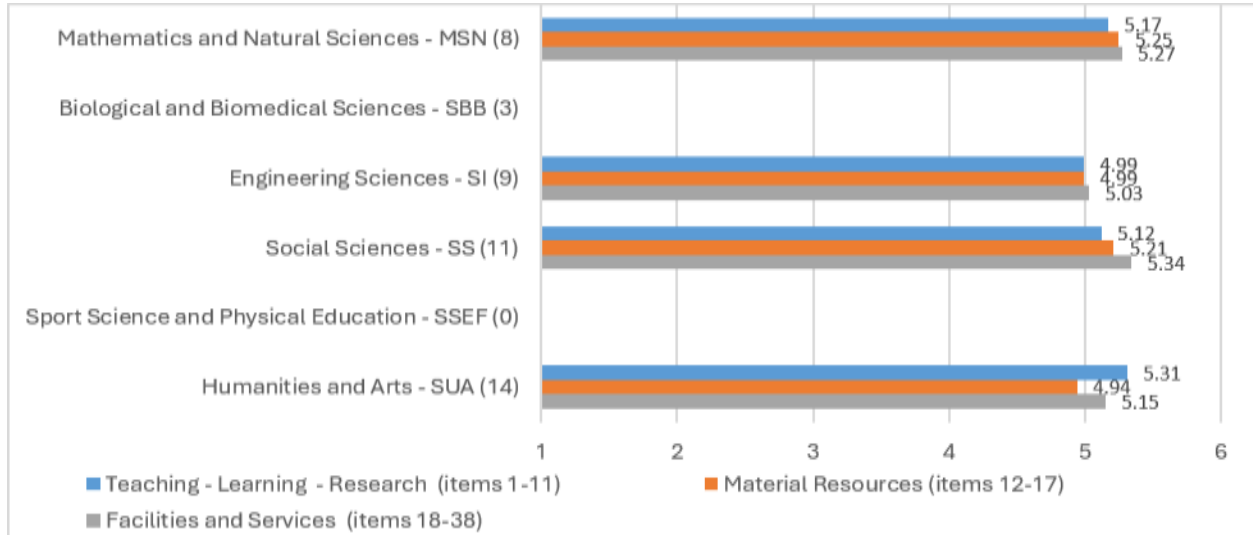


Figure 10. Average satisfaction scores of respondents by dimension and DFŞ (IFR)

Note: For categories with fewer than 5 respondents, the data were considered inconclusive and omitted from the graph.

In addition to assessing doctoral students' satisfaction with the specific dimensions analyzed, the questionnaire also includes items regarding respondents' willingness to recommend the doctoral school, faculty, and university.

The highest score is recorded for the willingness to recommend *UBB* (Figure 11).

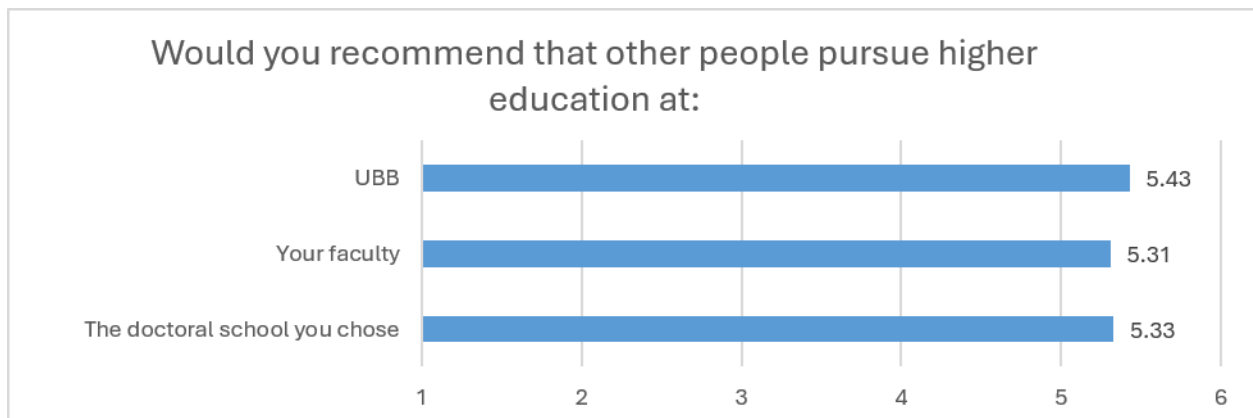


Figure 11. Overall satisfaction level and willingness to recommend the doctoral school, faculty, and university (IFR)

Analysis of open-ended responses (IFR)

Each student had the opportunity to mention up to three positive aspects and up to three negative aspects. The total number of respondents in part-time education (IFR) was 92. In total, the respondents mentioned 87 positive aspects (Figure 12) and 43 aspects identified as requiring improvement (Figure 13).

More than 50% of the responses related to positive aspects were attributed to the following categories (Figure 12).

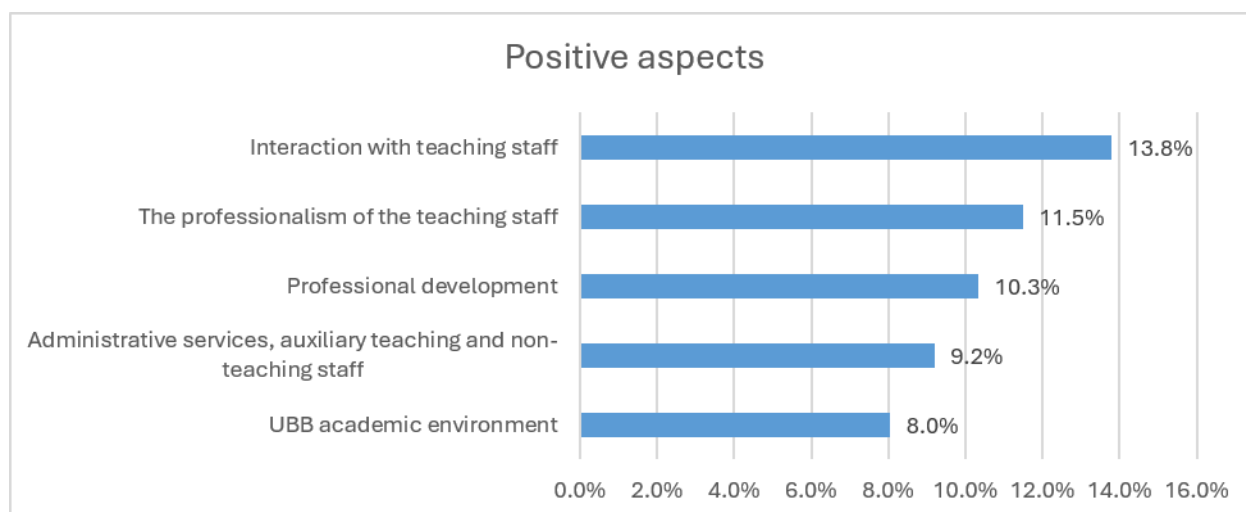


Figure 12. Distribution of positive aspects reported by respondents enrolled in part-time education (IFR)

More than 50% of the responses related to aspects identified as requiring improvement were attributed to the following categories (Figure 13).

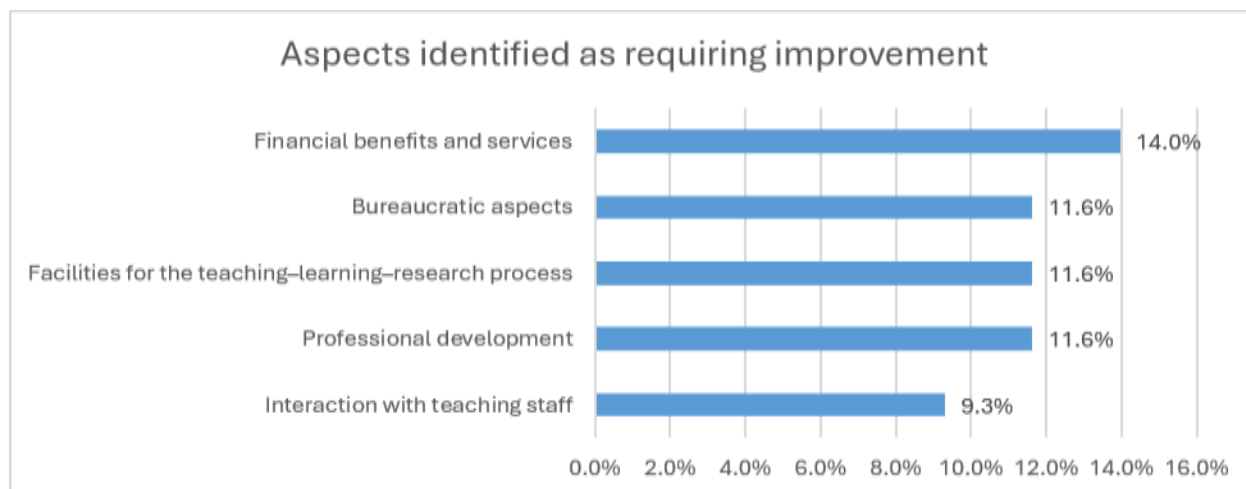


Figure 13. Distribution of aspects identified as requiring improvement among respondents enrolled in part-time education (IFR)

Annexes

Annex 1. Questionnaire

Questionnaire to assess the satisfaction level of PhD students at BBU

This questionnaire addresses your experience as a BBU doctoral student. The aim of the study is to identify and analyse your satisfaction regarding your experience and your expectations as a doctoral student of our institution, in order to adopt appropriate measures meant to increase the quality of education at this university. Your answers are confidential and will not be processed, presented or associated with the names or any other identifying data of the respondents.

Please evaluate how satisfied you are regarding the items presented in the table below, by choosing one of the following options:

- | | |
|---------------------------|------------------------|
| 1 – Vey dissatisfied | 4 – Somewhat satisfied |
| 2 – Dissatisfied | 5 – Satisfied |
| 3 – Somewhat dissatisfied | 6 – Very satisfied |

		LEVEL OF SATISFACTION						Don't know / No answer
		Very dissatisfied			Very satisfied			
		1	2	3	4	5	6	
TEACHING – LEARNING - RESEARCH								
1.	Information offered by the Institute for Doctoral Studies regarding documents and conditions required for admission and completion of the doctoral studies	1	2	3	4	5	6	
2.	Information offered by the doctoral school within the faculty, regarding documents and conditions required for conducting and completing the doctoral programme	1	2	3	4	5	6	
3.	Appropriateness of the content of the course taught within the doctoral school to your training needs	1	2	3	4	5	6	
4.	Development of your scientific research skills during the doctoral studies	1	2	3	4	5	6	
5.	Guidance and support received from the doctoral supervisor in elaborating the theoretical-methodological component of the thesis	1	2	3	4	5	6	
6.	Guidance and support received from the doctoral supervisor in elaborating the scientific research component of the thesis	1	2	3	4	5	6	
7.	The opportunity of working in scientific research teams and taking part in projects	1	2	3	4	5	6	
8.	The feedback received from the commission that evaluated the research reports	1	2	3	4	5	6	
9.	The support received from BBU for participating in scientific events (conferences, workshops, etc.)	1	2	3	4	5	6	

10.	Online teaching, learning, and research activities	1	2	3	4	5	6		
11.	Overall, the quality of the teaching-learning-research process	1	2	3	4	5	6		
MATERIAL RESOURCE									
12.	Spaces dedicated to teaching and research activities (number of seats, temperature and acoustic conditions, illumination)	1	2	3	4	5	6		
13.	Resources available at the faculty for carrying out research activities (required equipment, technical state)	1	2	3	4	5	6		
14.	Spaces dedicated to libraries (number of seats, temperature and acoustic conditions, illumination)					5	6		
15.	Library resources (the variety, relevance and accessibility of the publications, access to online databases)	1	2	3	4	5	6		
16.	BBU's resources for online learning (institutional email, MS Teams, Moodle, etc.)	1	2	3	4	5	6		
17.	Overall, the quality of the material resources offered by BBU	1	2	3	4	5	6		
FACILITIES AND SERVICES									
18.	Services provided by the faculty administration office (office hours, promptness, efficiency)	1	2	3	4	5	6		
19.	Communication methods of the doctoral school office staff (in-person, by phone, via email)	1	2	3	4	5	6		
20.	Accessibility of essential information (course schedules, scholarships, accommodation, doctoral research funding, co-tutelage procedures, regulations, and legislative updates, etc.)	1	2	3	4	5	6		
21.	Efficiency in publishing information relevant to you (doctoral school website, ISD website, platforms, or email)	1	2	3	4	5	6		
22.	Services provided by the cashiers	1	2	3	4	5	6		
23.	Online payment services for various fees	1	2	3	4	5	6		
24.	Services offered by the Institute for Doctoral Studies	1	2	3	4	5	6		
25.	Services offered by the Centre for International Cooperation	1	2	3	4	5	6		
26.	The support offered by the faculty/doctoral school for international mobilities and cooperation	1	2	3	4	5	6		
27.	The support offered by the faculty/doctoral school for the public defence of the doctoral thesis	1	2	3	4	5	6		
28.	Information offered by the faculty, on web pages and on notice boards, regarding doctoral programmes	1	2	3	4	5	6		
29.	Internet access	1	2	3	4	5	6		
30.	Services offered by the BBU's Social Service	1	2	3	4	5	6		
31.	Access to accommodation in the student halls (number of places, their distribution)	1	2	3	4	5	6		
32.	Accommodation conditions in the student halls	1	2	3	4	5	6		
33.	Spaces for studying in the student halls (number of places, thermal and acoustic conditions, illumination)	1	2	3	4	5	6		
34.	The safety and security level at the BBU (interior and exterior spaces of the university)	1	2	3	4	5	6		
35.	Services offered by student canteens and cafeterias (menu, service, opening hours)	1	2	3	4	5	6		
36.	Facilities and services offered to disabled doctoral students	1	2	3	4	5	6		

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37	Facilities and services provided by BBU for online education	1	2	3	4	5	6		
38.	Overall, the facilities and services offered by BBU	1	2	3	4	5	6		

39. How satisfied are you with your experience as a BBU doctoral student, in general?

Very dissatisfied						Very satisfied		No answer
1	2	3	4	5	6			

40. Would you recommend that others studied at doctoral level at:

	Definitely NO			Definitely YES				No answer
1. the doctoral school you have chosen	1	2	3	4	5	6		
2. the faculty you have chosen	1	2	3	4	5	6		
3. BBU	1	2	3	4	5	6		

41. You are studying: 1. ☐ on a fee-paying place 2. ☐ on a non-fee-paying place

42. You are studying: 1. ☐ full time 2. ☐ reduced frequency 3. ☐ no frequency

43. You are a doctoral student in your _____ year of study

44. You are a doctoral student at the Faculty of ...

1	Mathematics and Computer Science	12	Economics and Business Administration
2	Physics	13	Physical Education and Sport
3	Chemistry and Chemical Engineering	14	European Studies
4	Biology and Geology	15	Sociology and Social Work
5	Geography	16	Business
6	Environmental Sciences	17	Orthodox Theology
7	History and Philosophy	18	Greek Catholic Theology
8	Psychology and Educational Sciences	19	Roman Catholic Theology
9	Political, Administrative and Communication Sciences	20	Reformed Theology and Music
10	Letters	21	Theatre and Television
11	Law	22	Engineering

45. Doctoral school: _____

46. Your age: _____ years old ☐ Prefer not to answer

47. Your gender: 1. ☐ Female 2. ☐ Male 3. ☐ Prefer not to answer

48. Citizenship: 1. ☐ Romanian 2. ☐ Other: _____ 3. ☐ Prefer not to answer

49. Ethnicity: 1. ☐ Romanian 2. ☐ Hungarian 3. ☐ German 4. ☐ Roma 5. ☐ Other: _____ 6. ☐ Prefer not to answer

50. Do you have a disability certificate? (regardless of whether you were admitted to a place reserved for candidates with disabilities):

1. ☐ YES 2. ☐ NO 3. ☐ Prefer not to answer

51. THIS QUESTION IS ONLY ADDRESSED TO STUDENTS WHO HAVE A CITIZENSHIP OTHER THAN ROMANIAN: You study at BBU through:

1. ☐ The ERASMUS PLUS programme 2. ☐ Independently 3. ☐ Another situation, namely: _____

52. Which are the main positive aspects of your experience as a BBU doctoral student?

1. _____
2. _____
3. _____

53. Which are the main aspects that displeased you during your experience as a BBU doctoral student?

1. _____
2. _____
3. _____

THANK YOU FOR YOUR TIME.

Annex 2. Methodological Annex

The assessment of doctoral student satisfaction with the services provided by Babeş-Bolyai University represents an institutional initiative aimed at monitoring and continuously improving the quality of the academic environment and the student experience. The process is provided for in the Quality and competitiveness assurance programme for the academic year 2025-2026 and is regulated by the operational procedure Organization and Implementation of the Student Satisfaction Assessment Process for Bachelor's, Master's, and Doctoral Students at Babeş-Bolyai University, which stipulates that the assessment be conducted once every three years. The results obtained provide a basis for institutional development processes and help identify the main directions for improving the doctoral student experience.

The research was conducted as an online sociological survey addressed to the entire population of doctoral students at UBB. Participation was voluntary and anonymous, and data were collected in March–April 2026 through the AcademicInfo platform.

The questionnaire assessed doctoral students' satisfaction with the services provided by UBB across three dimensions: (1) Teaching–Learning–Research Activities, (2) Material Resources, and (3) Facilities and Services. Items were rated on a six-point Likert scale (1 – Very Dissatisfied; 6 – Very Satisfied). The questionnaire included questions regarding respondents' willingness to recommend the doctoral school, faculty, and UBB, as well as two open-ended questions addressing the main positive aspects and those identified as requiring improvement in the student experience.

The analyses were conducted separately for full-time education (IF) and part-time education (IFR). For each item and dimension, the average values of the scores assigned were calculated, with “I don't know/I do not wish to answer” responses excluded from the calculation of the averages. Responses to the open-ended questions were coded into thematic categories, and their frequency was analyzed based on the positive aspects reported and the aspects identified as requiring improvement.

To ensure the anonymity of the assessment process, the analysis is conducted at an aggregated level, by fundamental fields of science (DFS)[1]: Mathematics and Natural Sciences (MSN), Biological and Biomedical Sciences (SBB), Engineering Sciences (SI), Social Sciences (SS), Sport Science and Physical Education (SSEF), and Humanities and Arts (SUA).

Annex 3. Weighting of scores by DFŞ

Because there were differences between the distribution of questionnaire respondents across DFŞ and the distribution of the UBB doctoral student population, the respondent sample was weighted to reflect as accurately as possible the distribution of doctoral students across DFŞ among those enrolled in full-time education and those enrolled in part-time education.

UBB-level statistical indicators, including those disaggregated by form of study, were calculated using the weights presented in Tables B.1 and B.2. The weighting coefficients were calculated as the ratio between the percentage of doctoral students enrolled in a particular DFŞ (doctoral student population) and the percentage of respondents from that DFŞ (respondents in the sample). In cases where the number of respondents was zero for a particular category (DFŞ and form of study), cases with a similar academic profile were assigned higher weights (see the footnotes to the tables).

Table B.1 Weighting of cases in the sample for full-time education

	Distribution of doctoral students by DFŞ for full-time education	IF		
		Population	Sample	Weighting of sample cases
1	Mathematics and Natural Sciences – MSN	17,8%	17,8%	1,00
2	Biological and Biomedical Sciences – SBB	2,8%	4,2%	0,66
3	Engineering Sciences – SI	3,1%	24,6%	0,13
4	Social Sciences – SS	31,1%	19,5%	1,60
5	Sport Science and Physical Education – SSEF	1,3%	0,8%	1,48
6	Humanities and Arts – SUA	43,9%	33,1%	1,33
	Total	100%	100%	

Note: The weighting coefficients were calculated as the ratio between the percentage of doctoral students enrolled in a particular DFŞ (doctoral student population) and the percentage of respondents from that DFŞ (respondents in the sample).

Table B.2 Weighting of cases in the sample for part-time education

	Distribution of doctoral students by DFŞ for part-time education	IFR		
		Population	Sample	Weighting of sample cases
1	Mathematics and Natural Sciences – MSN	15,8%	17,8%	0,89
2	Biological and Biomedical Sciences – SBB	2,1%	6,7%	0,32
3	Engineering Sciences – SI	2,7%	20,0%	0,13
4	Social Sciences – SS	39,2%	24,4%	1,62
5	Sport Science and Physical Education – SSEF	1,2%	0,0%	-
6	Humanities and Arts – SUA	39,0%	31,1%	1,28
	Total general	100%	100%	

Note: The weighting coefficients were calculated as the ratio between the percentage of doctoral students enrolled in a particular DFŞ (doctoral student population) and the percentage of respondents from that DFŞ (respondents in the sample). Since there were no respondents from Sport Science and Physical Education – SSEF, doctoral students from DFŞ with a similar academic profile, namely Social Sciences – SS and Humanities and Arts – SUA, were assigned higher weights in the sample.