



 *i-graduate*  
INTERNATIONAL INSIGHT

 AARHUS  
UNIVERSITY

# International Student Barometer Exit Wave 2011

## How does the ISB work?

- Semi-standardised online questionnaire format, adapted and customised for each partner HEI
- Tracks decision-making, expectations, perceptions and experiences of international and/or domestic students
- i-graduate Research Team manage and monitor all data collection and analysis
- HEI-specific results compared against sector, comparator groups, national and international benchmarks
- Reporting: in person, confidential and customised to each HEI



## Participating HEIs

### ISB (n= 48,532)

Aalborg Universitet	Erhvervsakademi Kolding	Robert Gordon University	University of Amsterdam
Aarhus Universitet	Erhvervsakademi Lillebælt	Roehampton University	University of Bristol
Anglia Ruskin University	Erhvervsakademi Sjælland	Roskilde Universitet	University of Central Lancashire
Arkitektskolen Aarhus	Erhvervsakademi Sydvest	Royal Holloway, University of London	University of Derby
Birkbeck, University of London	Glasgow Caledonian University	Rytmisk Musikkonservatorium	University of East London
Brunel University	Goldsmiths, University of London	Saxion University of Applied Sciences	University of Exeter
Cardiff University	Handelshøjskolen i København	Sheffield Hallam University	University of Glasgow
City University London	Heriot-Watt University	Statens Teaterskole	University of Huddersfield
Coventry University	Imperial College London	Stenden University	University of Leicester
Danmarks Designskole	Ingeniørhøjskolen i Århus	Syddansk Musikkonservatorium og Skuespillerskole	University of Luxembourg
Danmarks Medie- og Journalisthøjskole	Ingeniørhøjskolen i København	Syddansk Universitet	University of Nottingham
Danmarks Tekniske Universitet	Institute of Education	The Hague University of Applied Sciences	University of Plymouth
De Montfort University	IT-Universitetet	The University of Edinburgh	University of Southampton
Den Danske Filmskole	Keele University	The University of Sheffield	University of Stirling
Designskolen Kolding	King's College London	Tilburg University	University of Surrey
Det Informationsvidenskabelige Akademi	Københavns Erhvervsakademi (KEA)	Universita Cattolica del Sacro Cuore	University of Sussex
Det Jyske Musikkonservatorium	Københavns Universitet	University College Capital	University of the West of England, Bristol
Det Kongelige Danske Musikkonservatorium	Kunstakademiets Arkitektskole	University College Dublin	University of Twente
Durham University	Kunstakademiets Konservatorskole	University College Lillebaelt	University of Wales, Newport
Eindhoven University of Technology	Leeds Metropolitan University	University College London	University of Warwick
Erasmus University Rotterdam	Leiden University	University College Metropol	University of West London
Erhvervsakademi Århus	Middlesex University	University College Nordjylland	VIA University College
Erhvervsakademi Copenhagen Business	Queen Mary, University of London	University College Sjælland	
Erhvervsakademi Dania	Queen's University Belfast	University College Syddanmark	

RESPONSE → STUDY TIME → FUTURE PLANS → LEARNING → LIVING → SUPPORT → REGIONAL DIFFERENCES → APPENDIX

## Summary

Key Findings  
Recommendations

## Response Rates

## End of Year

Study time  
Future Plans

## Student Experience

Learning  
Living  
Support

## Appendix

## Management Summary

- Overview of key findings & action points for **the Danish HEIs**
  - *What are the main highlights?*
  - RECOMMENDATION: 81% vs 79% in the ISB would recommend their Danish HE experience, MA and PhD being slightly more positive than BA students.
  - STUDY TIME: Students spend on average more time in class in Danish HEIs, however they still want more individual time with a member of staff (this is 6% lower than ISB benchmark though).
  - LEARNING: Career development and employability are seen as very important but are not up to par with the international benchmark.
  - LIVING: Being connected to Danish students and financial issues, in particular the ability to earn money (in part-time jobs) are negatively influencing the international experience.
  - SUPPORT: 'Better' careers services would be much appreciated ...
  - FUTURE PLANS: 77% would consider working in Denmark as an option.

## Management Summary

- 🌐 Overview of key findings & action points for **the Danish HEIs**
  - 🌐 *What are the trends wave-on-wave?*
  - 🌐 **LEARNING:** All major aspects of the learning experience have improved – only employability stayed on par with 69% in both surveys.
  - 🌐 **LIVING:** The social environment and visa advice has improved in comparison with the previous ISB wave – however all aspects around the financial situation of international students has deteriorated: for instance the possibility to earn money (-18% in comparison with 2008 ).
  - 🌐 **SUPPORT:** The finance office, accommodation office and the careers service have deteriorated – the international office and the catering have improved.

## Management Summary

- Overview of key findings & things to action for **Aarhus University** this wave:
  - What are the main highlights?
    - Learning overall is very strong (#3 in ISB and #2 in DK *overall*).
    - Living also very good (#9 ISB/#4 DK *overall*).
    - Campus safety was highlighted in the open comments as occasionally unsafe. Least safe in DK. See later slide.
    - Students enjoy the study experience but feel that they do not receive enough hours in lectures, or more intensive group/one-on-one support.
  - What are the trends wave-on-wave?
    - Integration with Danish students remains a problem for many internationals.
    - Careers Advice and Employability fare poorly compared to ISB benchmark and have gotten worse since 2008. Internet Access also has worsened.

## Recommendations

- Concentrate more on student power to improve the integration problem. Buddy system in place? Facebook page? Example University Twente.
- Review of security at kollegium may be necessary.
- Careers advice. Is there a dedicated office and do students know about it? Example of TU Delft.
- Consider whether students are receiving enough study time with lecturers or in supervised groups.

## Campus safety quotes

- Somebody tried to break into my room when i was inside so it doesn't feel safe at all! – Turkey
- I'm living in Skolhoy kollegiet, there is lot of bad things here... we calls several times the police for assistance but police never trust foreigners... My experience was good, but skolhoy will be the negative point. - France
- I was in Skjoldhoj before, and it is really not a good place!! I felt so insecure there, almost when I had to come back in the night (22h00). – France
- Police won't come if you call them - Germany

## Would you recommend the HEI to others thinking of applying here?

Aarhus Uni (648)		ISB (36320)	Denmark (4555)
35%	I would actively encourage people to apply	34%	34%
48%	If asked, I would encourage people to apply	45%	47%
13%	I would neither encourage nor discourage people to apply	16%	15%
3%	If asked, I would discourage people from applying	4%	3%
0%	I would actively discourage people from applying	1%	1%



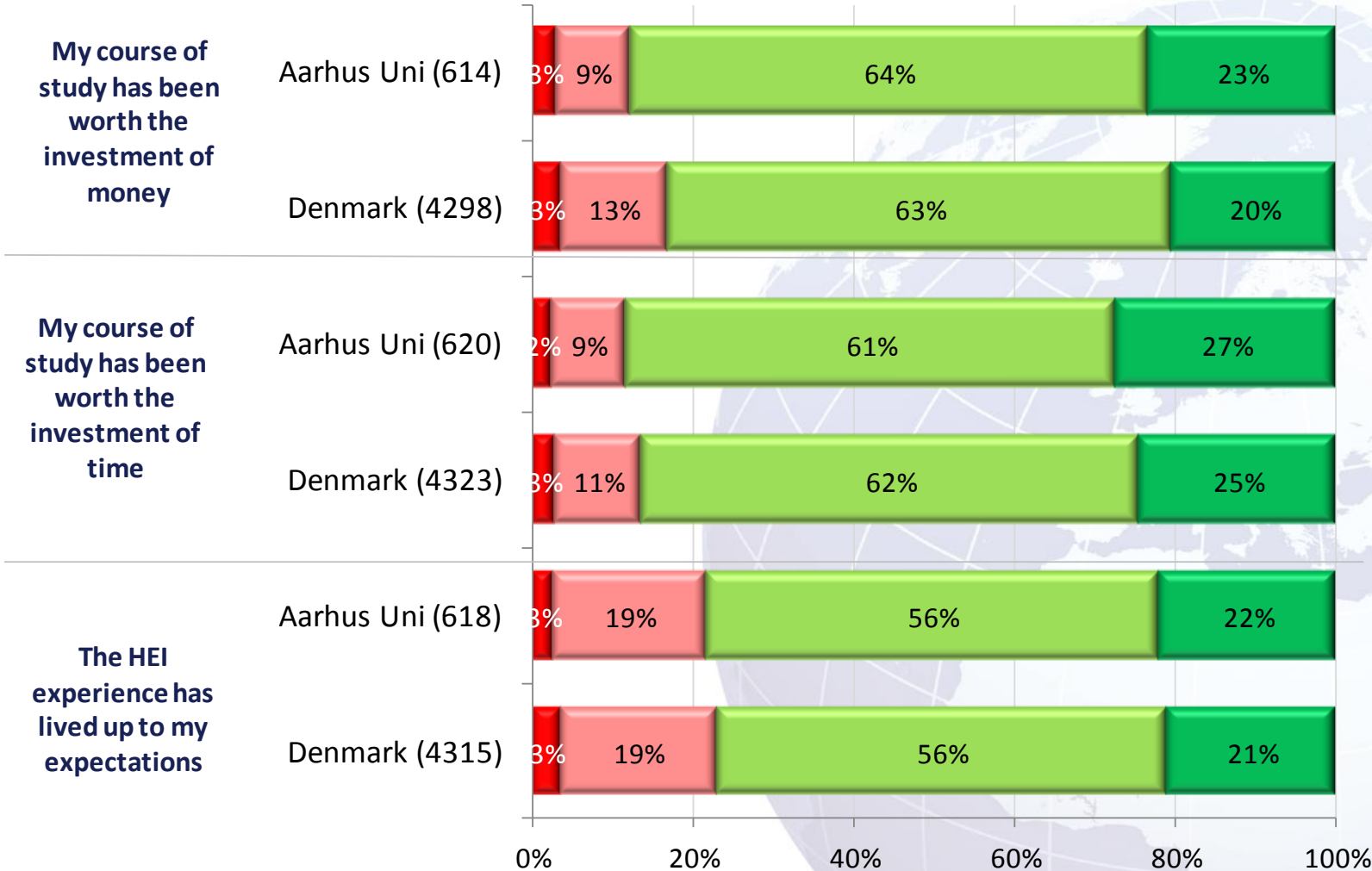
## Would you recommend the HEI to others thinking of applying here?

Aarhus Uni (648)		Bachelor's (232)	Master's (307)	PhD (100)
35%	I would actively encourage people to apply	31%	38%	34%
48%	If asked, I would encourage people to apply	49%	46%	54%
13%	I would neither encourage nor discourage people to apply	16%	12%	10%
3%	If asked, I would discourage people from applying	4%	3%	2%
0%	I would actively discourage people from applying	N/A	1%	N/A



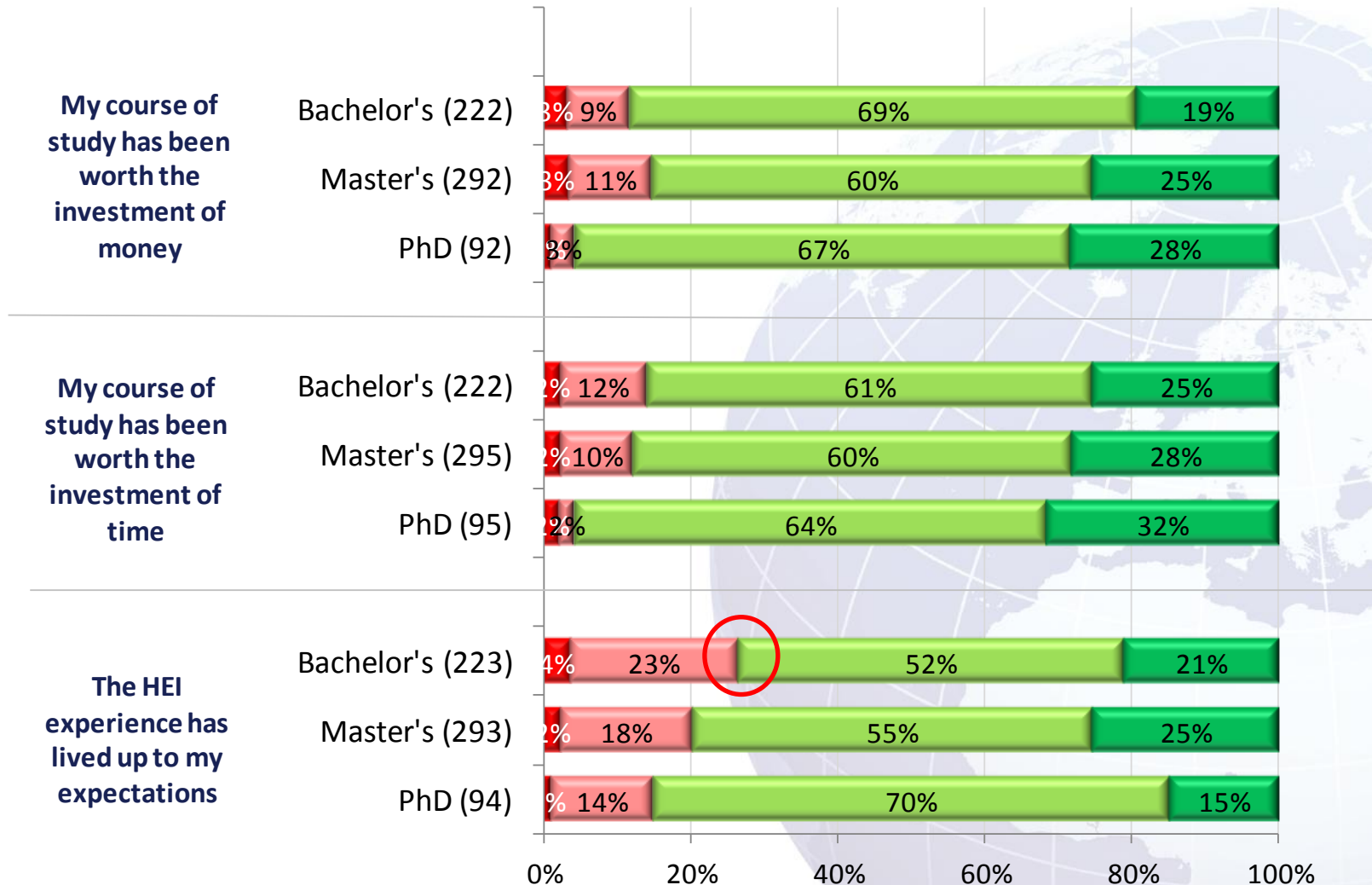
To what extent do you agree or disagree with the following statements?

Strongly Disagree Disagree Agree Strongly Agree



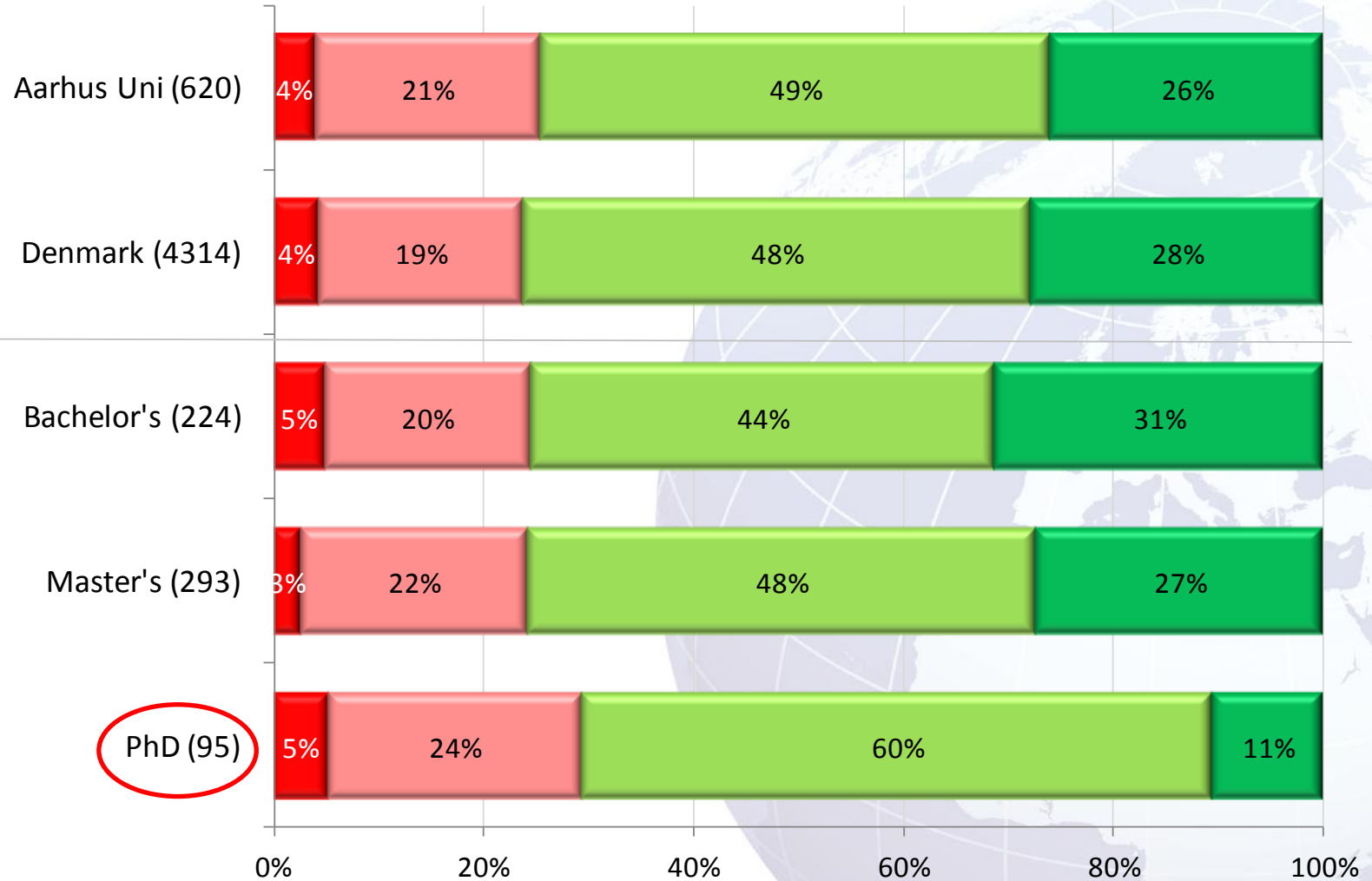
# To what extent do you agree or disagree with the following statements?

■ Strongly Disagree  
 ■ Disagree  
 ■ Agree  
 ■ Strongly Agree



# I feel isolated from the HEI community

Strongly Agree Agree Disagree Strongly Disagree



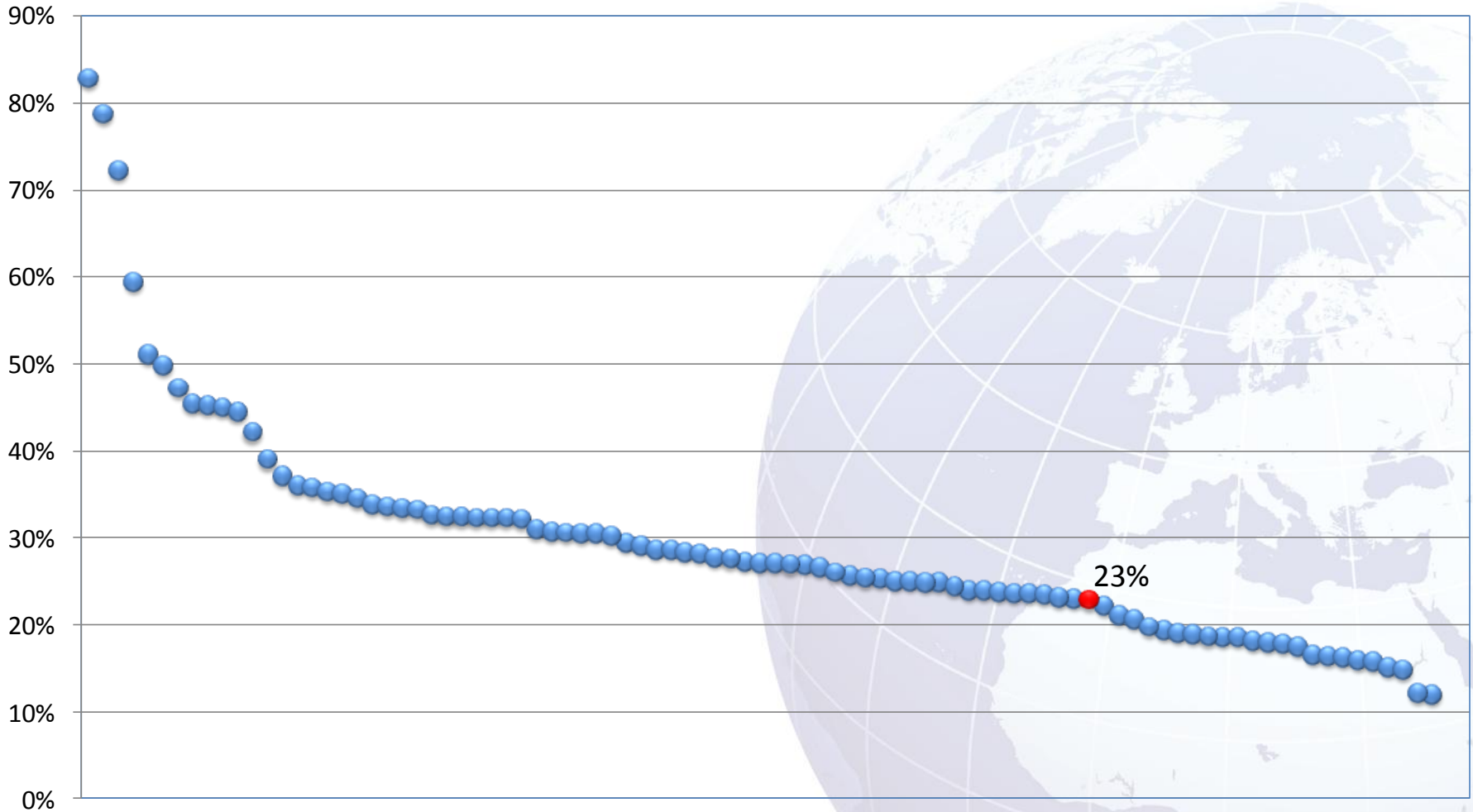
# Response

## Response

	Response	Population	Response Rate
Aarhus Exit 2011 ISB	775	3,400	23%
Denmark Exit 2011 ISB	5,617	17,959	31%
Europe Exit 2011 ISB	11,514	38,177	30%
Exit 2011 ISB	48,532	202,510	24%

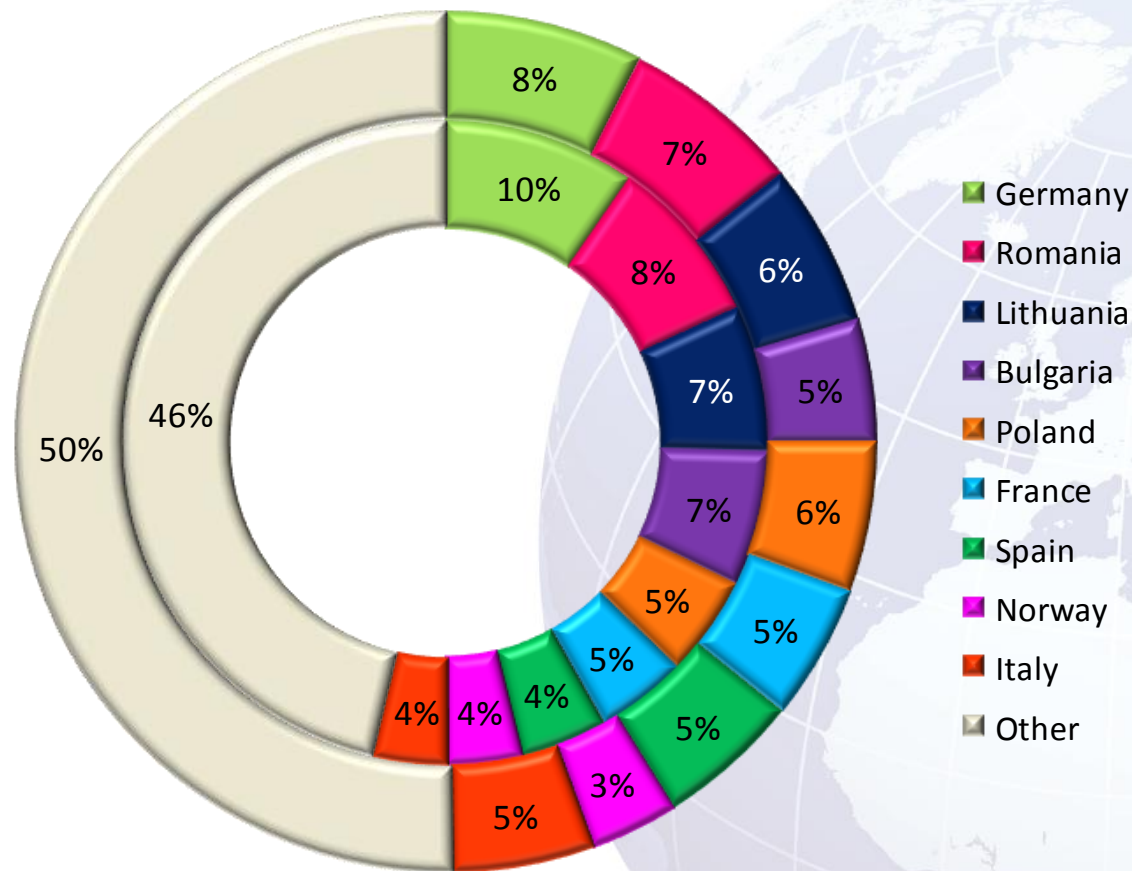
# ISB response rate

## ISB Response Rate



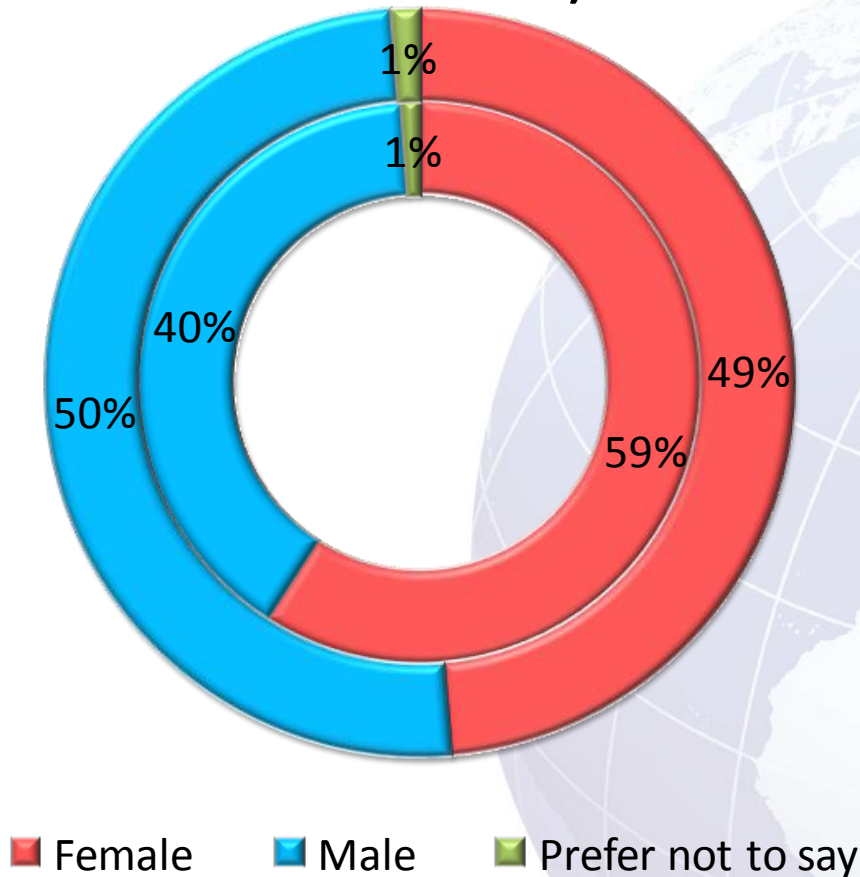
# Nationality

**Aarhus Uni (775, inner circle) vs Denmark (5617, outer circle)**



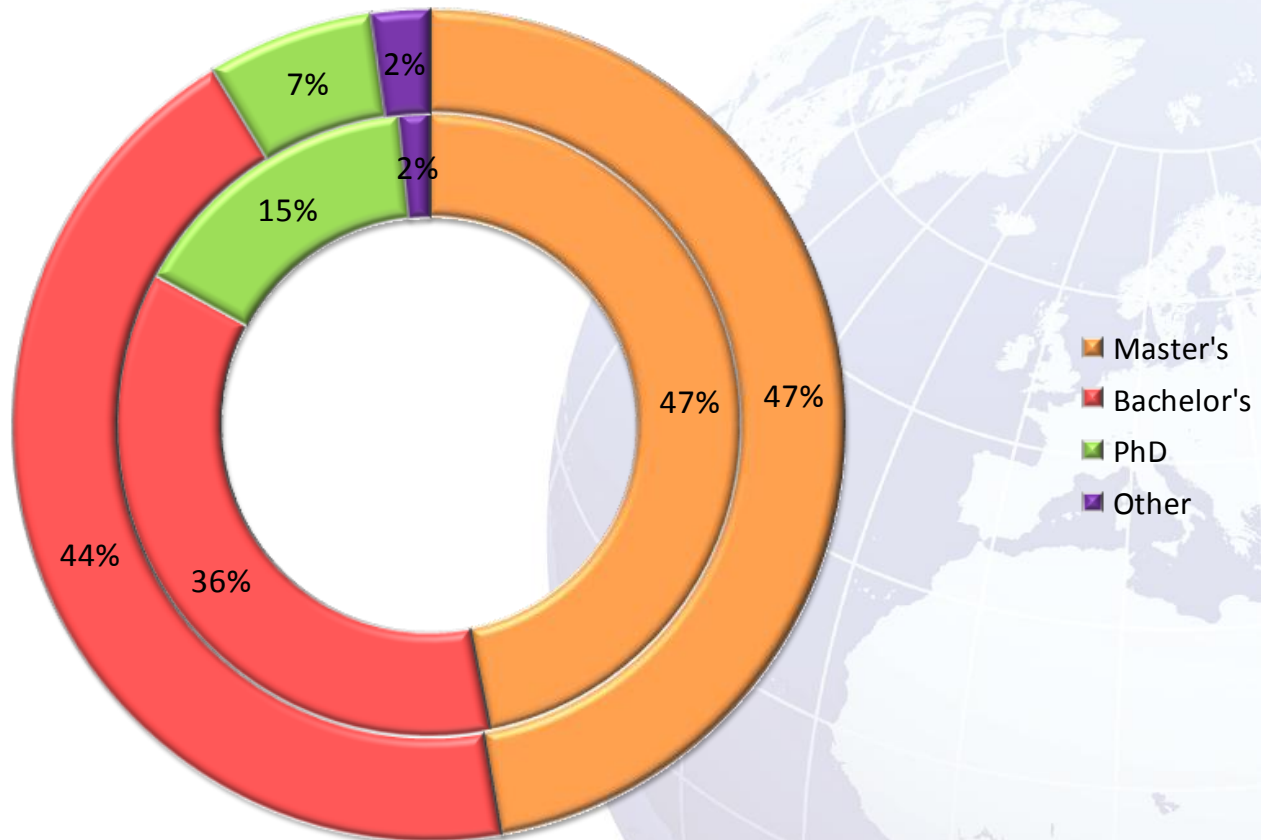
## Are you male or female?

**Aarhus Uni (763, inner circle) vs Denmark (5452, outer circle)**



## Level of study

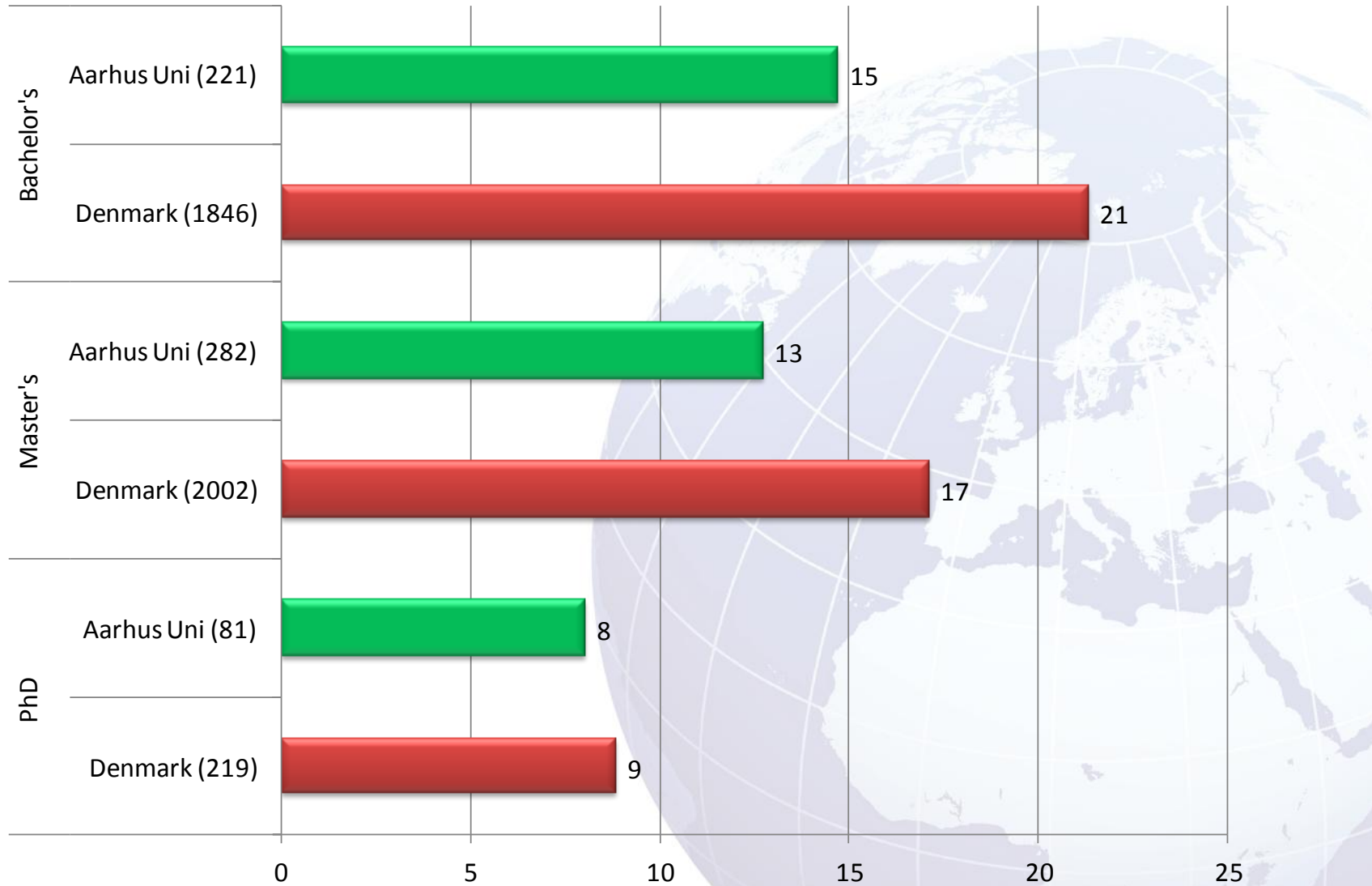
Aarhus Uni (717, inner circle) vs Denmark (5040, outer circle)



# Study Time

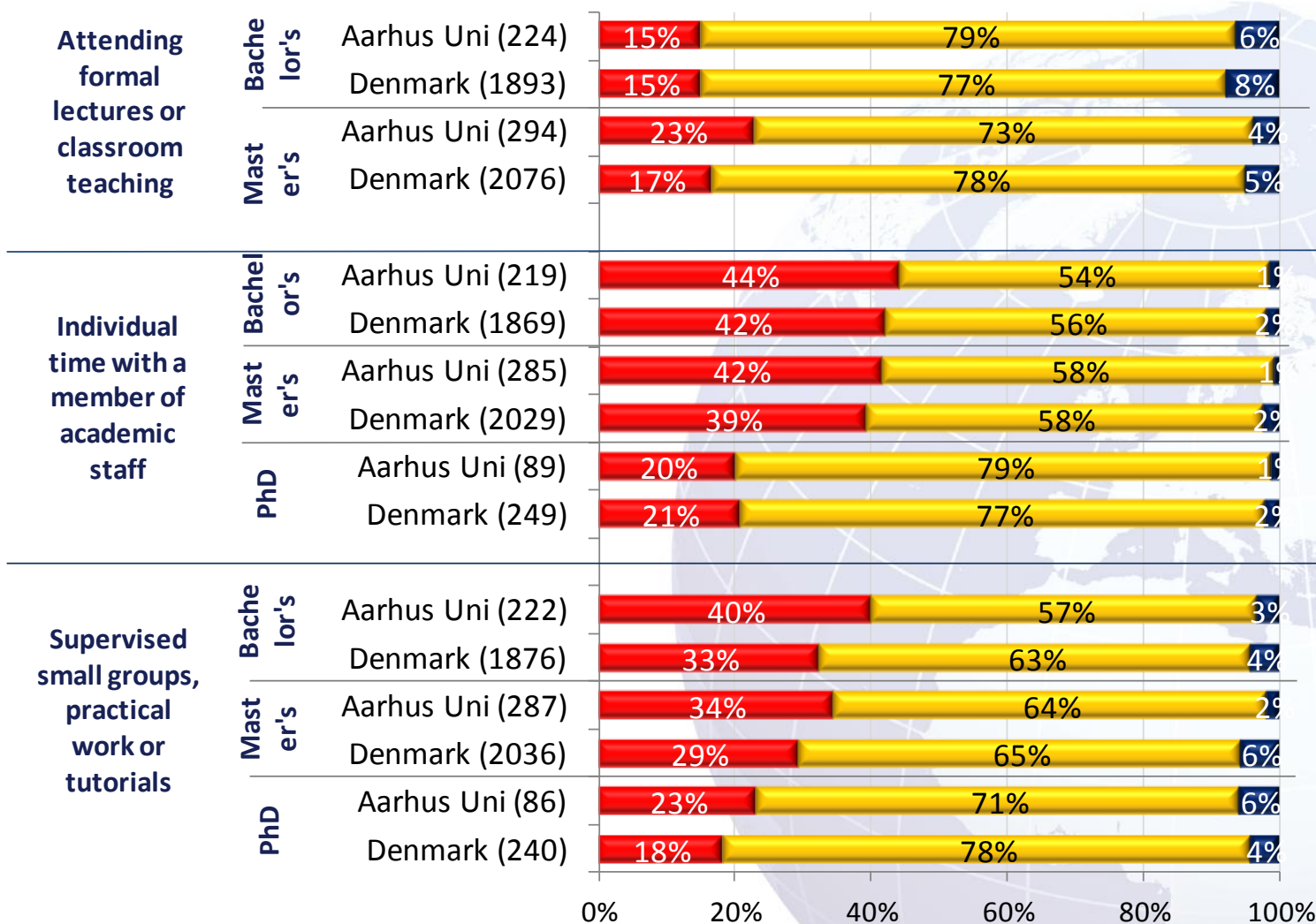
Enjoy the fun stuff that Denmark has to offer but remember that you are here to study – student from USA

Total weekly contact hours: average time in lectures, tutorials or with a member of staff

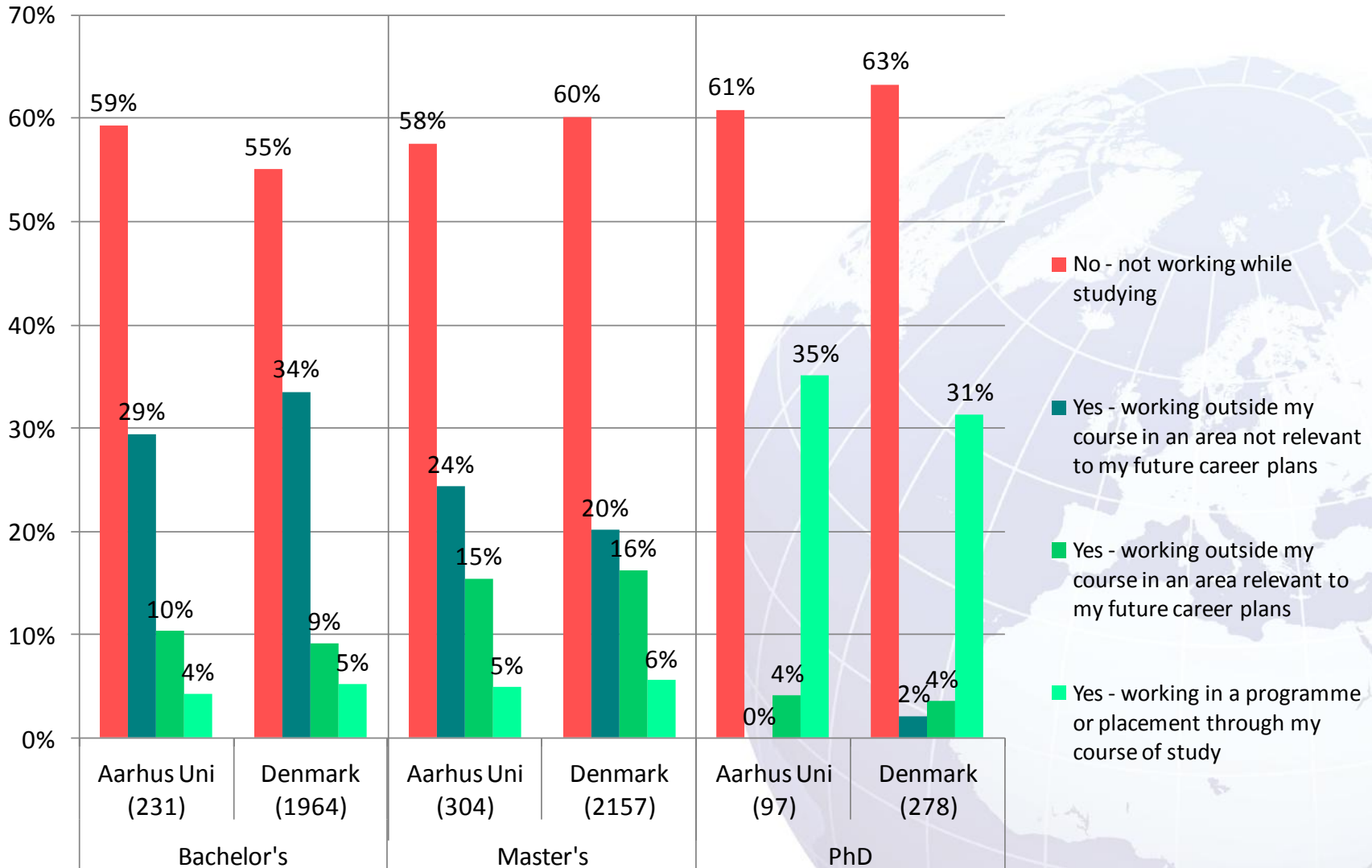


# Please indicate your opinion on the number of hours spent on the following?

■ Too few hours ■ About right ■ Too many hours



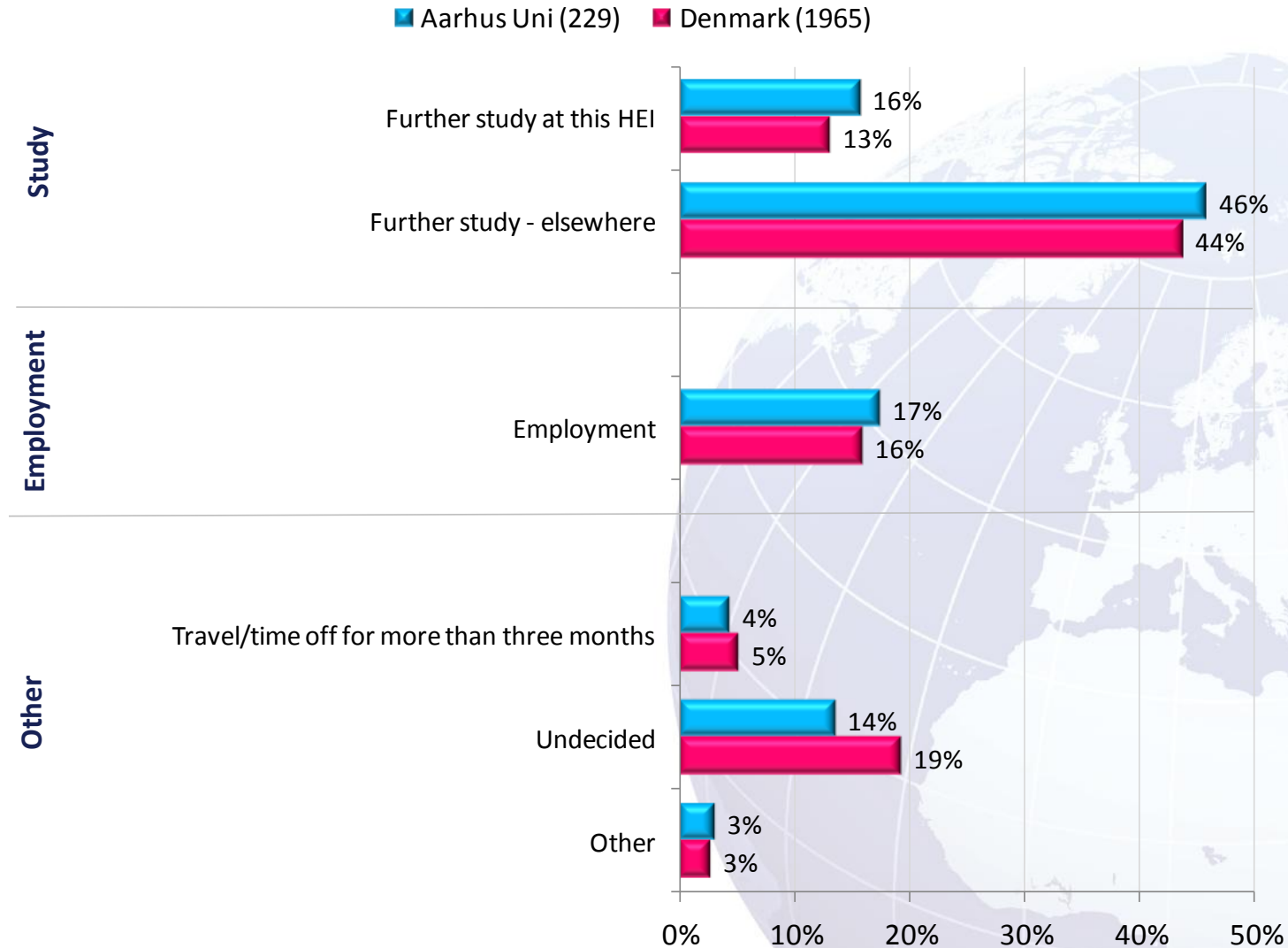
# Are you undertaking some form of work while studying?



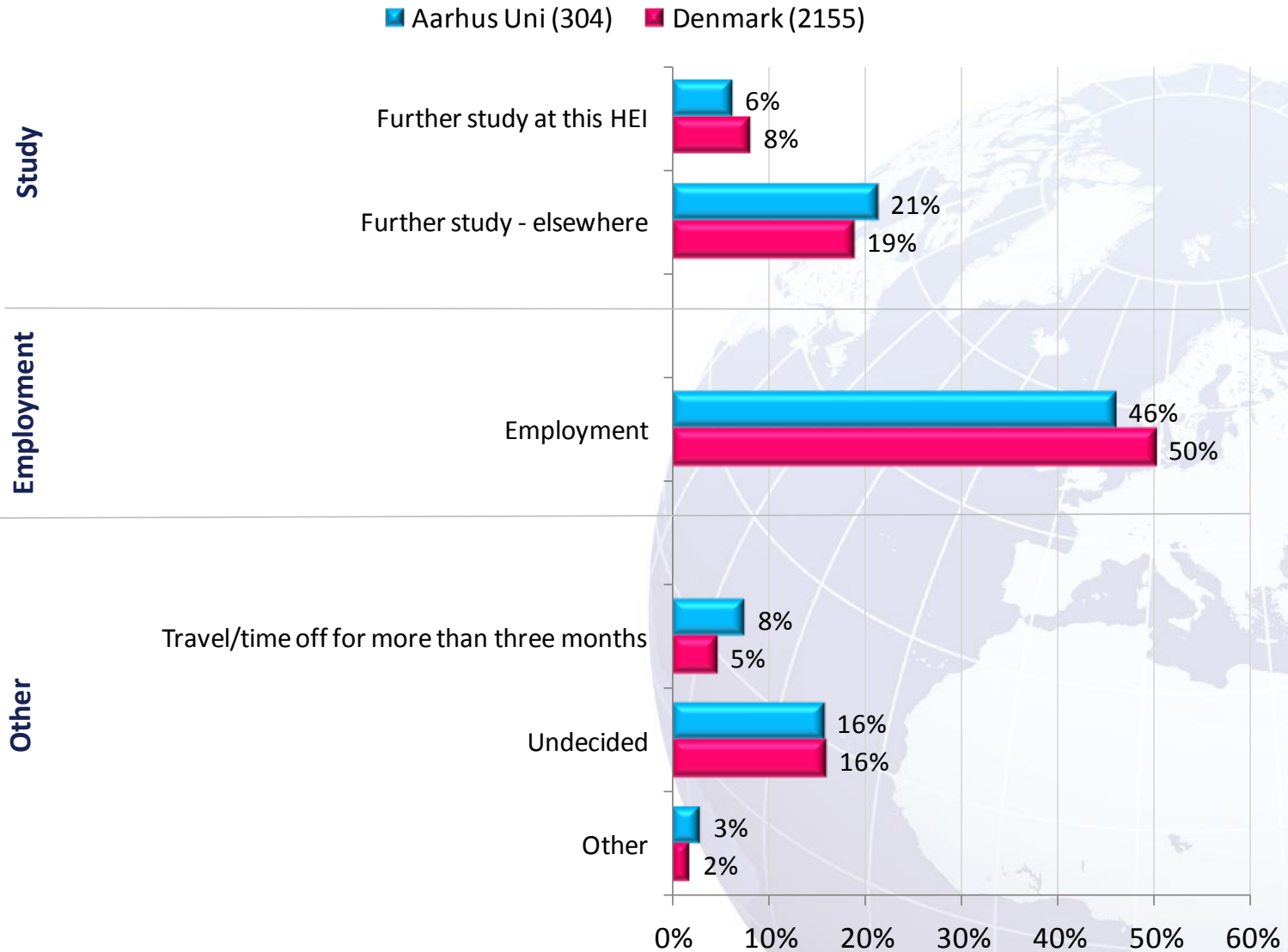
# Future Plans

Need of a bit more support for the future graduate, focus on connecting studies and job, more opportunities to connect to the business environment.

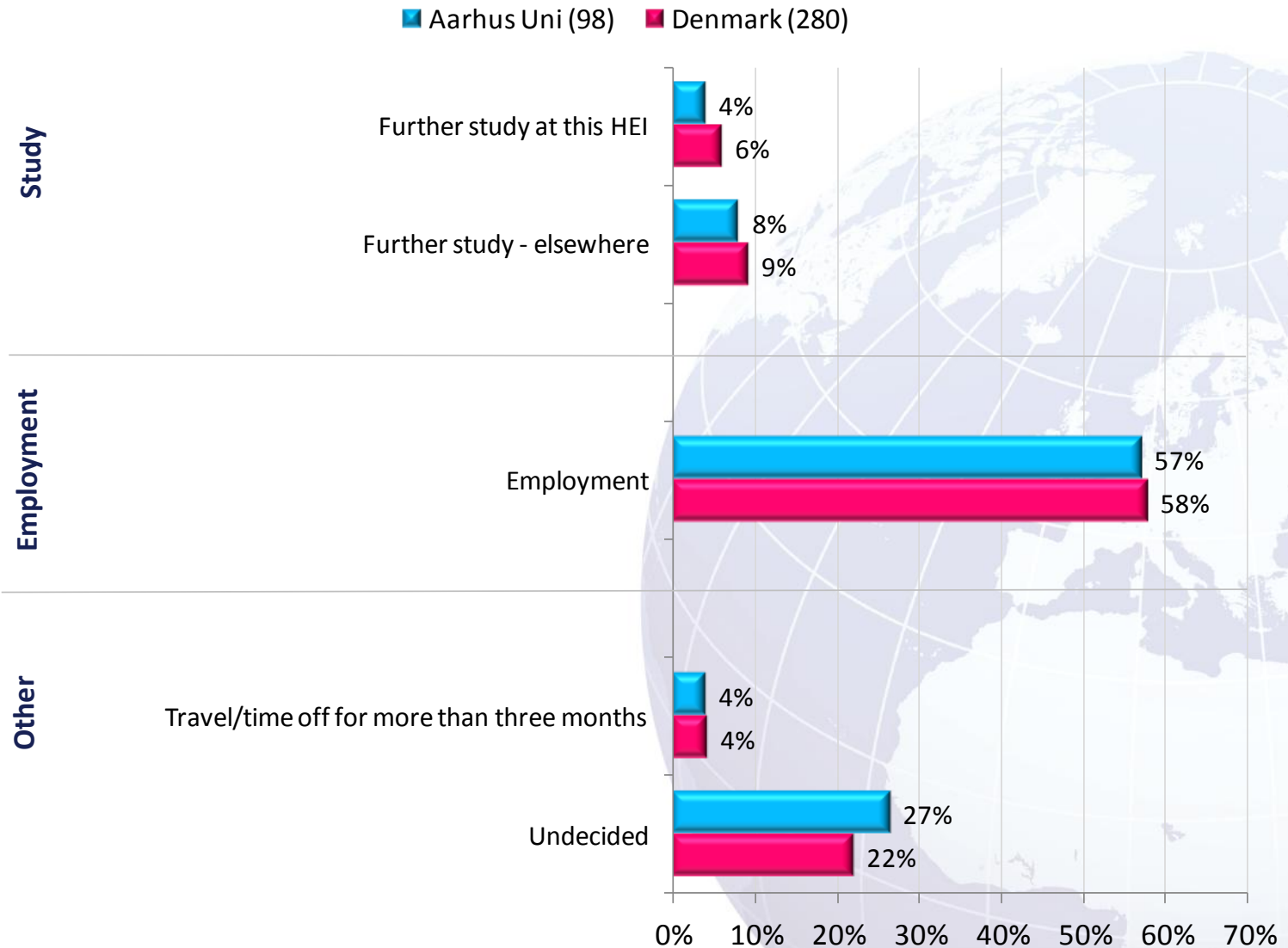
# What do you plan to do after your current programme of study? – Bachelor Students



# What do you plan to do after your current programme of study? – Master Students



# What do you plan to do after your current programme of study? – PhD Students



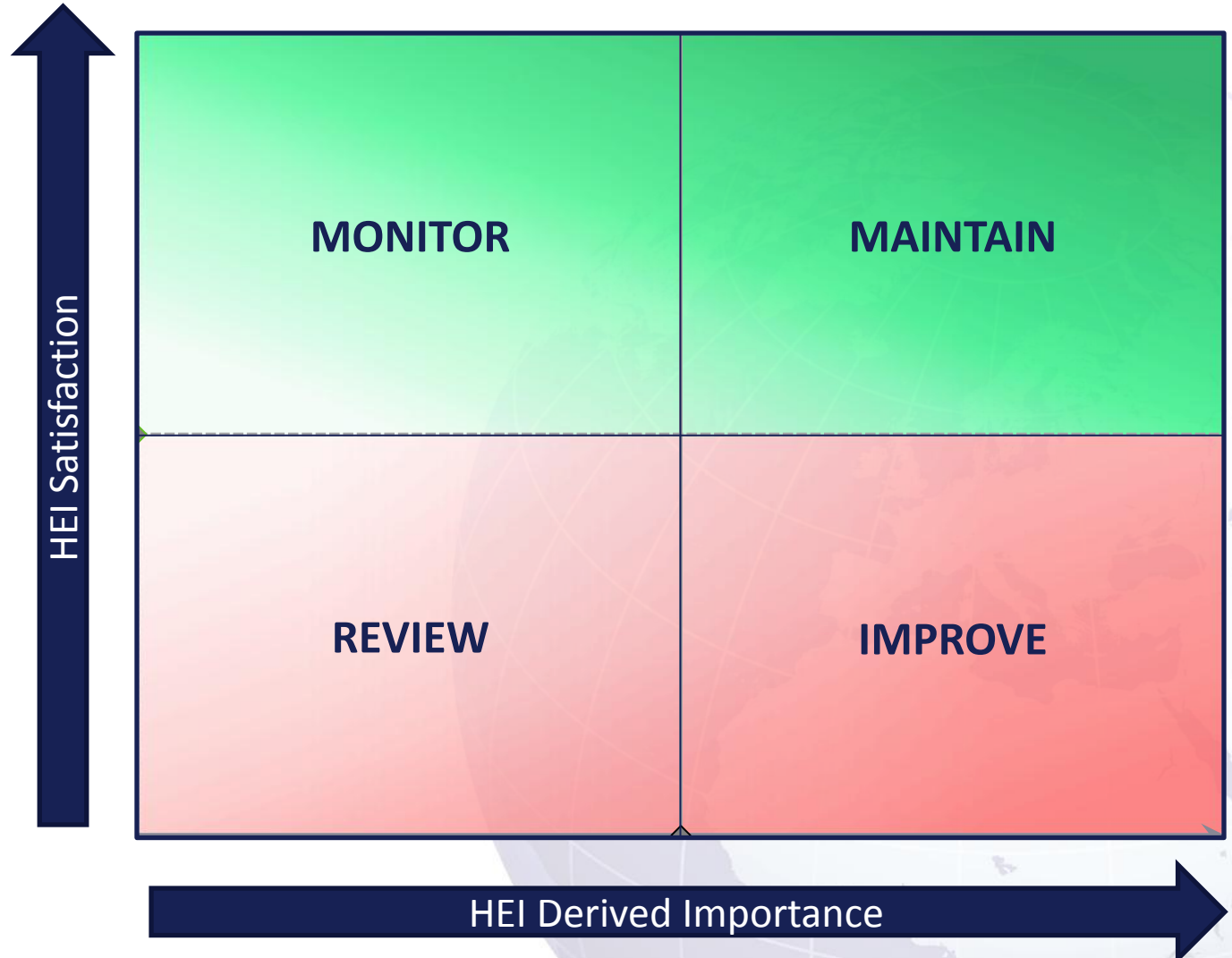
# Learning

why Aarhus university? because it is a great environment to study and that transmits a great desire for personal and professional growth – student from Romania

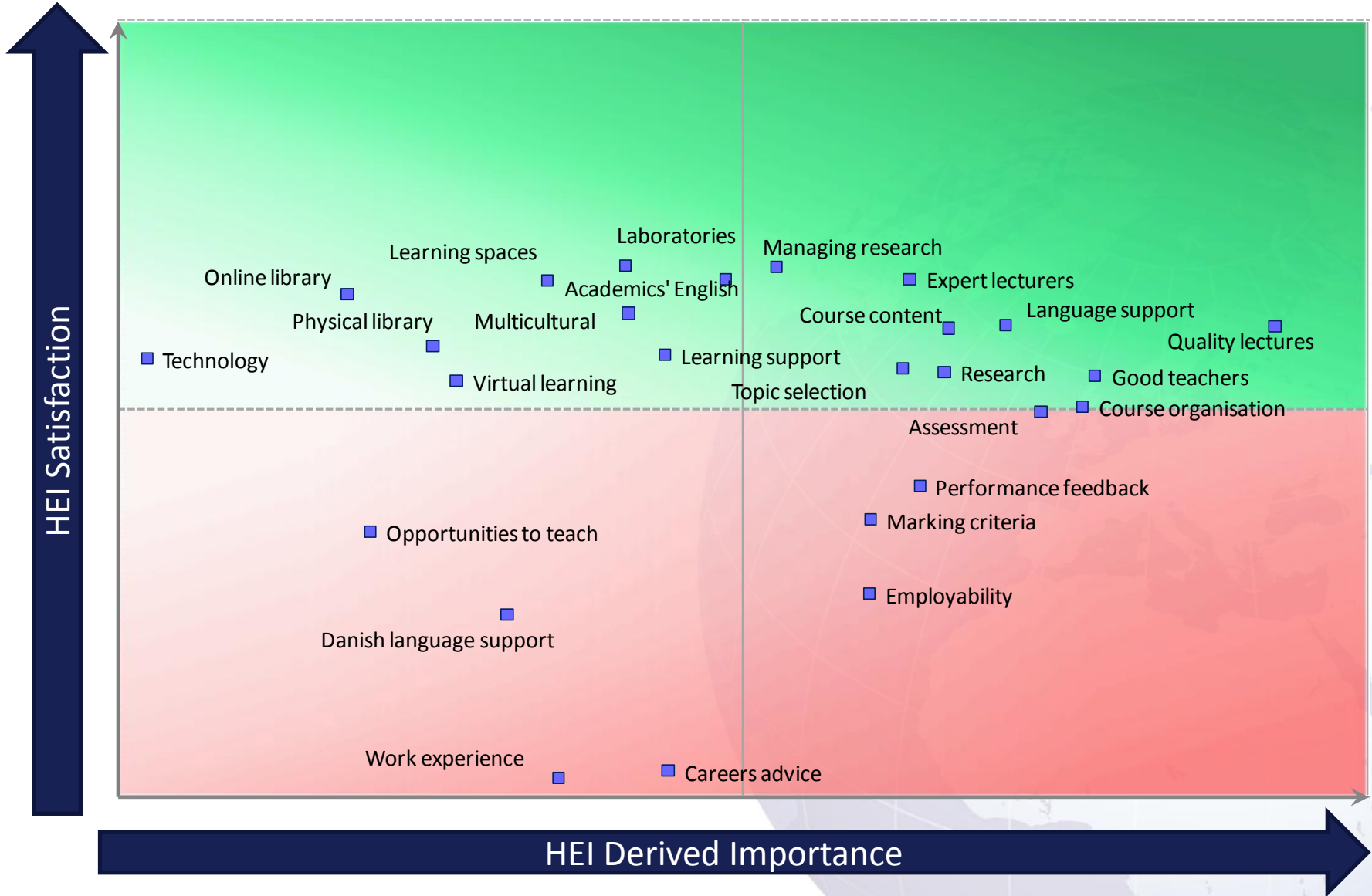
## Learning matrix

*Elements in the top right quadrant are important to students and perform well. Those in the bottom right quadrant are important, but do not perform as well and should be improved.*

*Elements in the top and bottom left quadrants are of lower priority. These elements should be reviewed and monitored to ensure that we focus on the most important issues for students.*



# Learning matrix



## Learning matrix

Learning element	% Satisfaction	p-value*
Learning Overall (701)	90%	<b>0.00</b>
Learning Average	82%	<b>0.00</b>

Aarhus Uni vs ISB	Aarhus Uni vs Denmark
4%	3%
0%	1%

\*Independent samples t-test, HEI versus ISB, significant differences ( $p \leq 0.05$ ) are highlighted in blue

\*\*Postgraduate students only

# Benchmarking learning

Learning element	% Satisfaction	p-value*	Aarhus Uni vs ISB	Aarhus Uni vs Denmark
Learning Overall (701)	90%	<b>0.00</b>	4%	3%
Learning Average	82%	<b>0.00</b>	0%	1%
<b>ACADEMIC</b>				
Expert lecturers	93%	<b>0.49</b>	1%	2%
Course content	89%	<b>0.04</b>	3%	4%
Good teachers	85%	<b>0.44</b>	-1%	0%
Assessment	82%	<b>0.67</b>	0%	0%
Learning support	87%	<b>0.00</b>	1%	-1%
Online library	92%	<b>0.00</b>	4%	4%
Physical library	87%	<b>0.01</b>	2%	1%
Performance feedback	76%	<b>0.48</b>	1%	1%
Technology	86%	<b>0.00</b>	0%	1%
Research	85%	<b>0.47</b>	0%	1%
Learning spaces	93%	<b>0.00</b>	5%	3%
Laboratories	94%	<b>0.00</b>	5%	4%
Marking criteria	73%	<b>0.09</b>	-2%	0%
Managing research**	94%	<b>0.74</b>	6%	4%
Topic selection**	85%	<b>0.32</b>	2%	4%
Course organisation	82%	<b>0.00</b>	3%	4%
Quality lectures	89%	<b>0.01</b>	2%	3%
Virtual learning	84%	<b>0.34</b>	-4%	-1%
Multicultural	90%	<b>0.01</b>	0%	-2%

\*Independent samples t-test, HEI versus ISB, significant differences ( $p < 0.05$ ) are highlighted in blue

\*\*Postgraduate students only

## Benchmarking learning

Learning element	% Satisfaction	p-value*	Aarhus Uni vs ISB	Aarhus Uni vs Denmark
Learning Overall (701)	90%	<b>0.00</b>	4%	3%
Learning Average	82%	<b>0.00</b>	0%	1%
<b>CAREER DEVELOPMENT</b>				
Careers advice	52%	<b>0.00</b>	-13%	-3%
Work experience	51%	<b>0.01</b>	-9%	-6%
Employability	67%	<b>0.00</b>	-6%	-2%
Opportunities to teach**	72%	<b>0.94</b>	4%	-5%
<b>LANGUAGE SUPPORT</b>				
Language support	89%	<b>0.03</b>	0%	-2%
Academics' English	93%	<b>0.08</b>	0%	-1%
Danish language support	65%	<b>1.00</b>	N/A	-1%

\*Independent samples t-test, HEI versus ISB, significant differences ( $p \leq 0.05$ ) are highlighted in blue

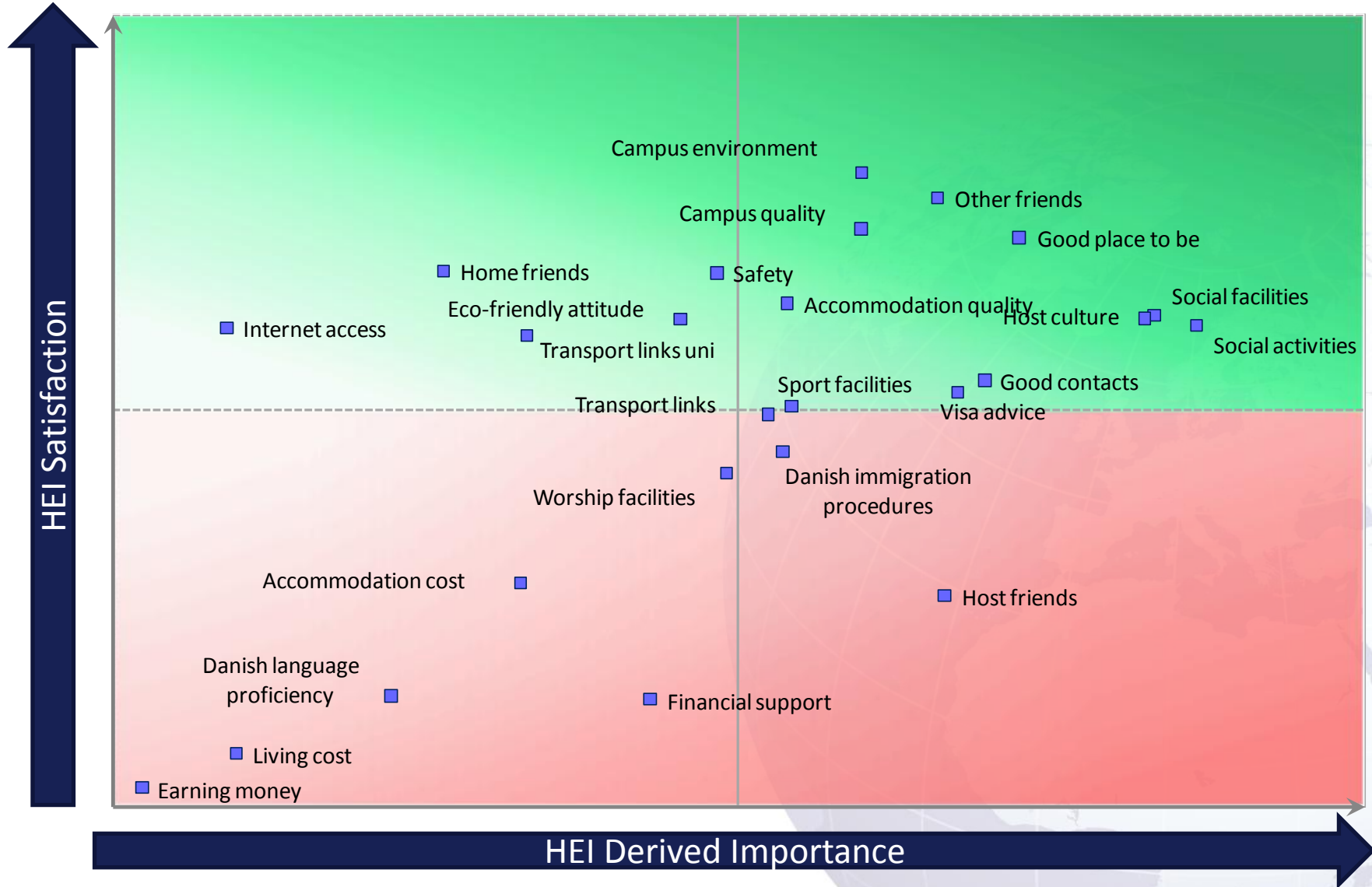
\*\*Postgraduate students only

## Learning – wave on wave comparison

Average	Elements	Summer 2008	Summer 2011	First Wave vs Summer 2011
84%	Language support	80%	89%	9%
86%	Multicultural	81%	90%	9%
89%	Learning spaces	84%	93%	8%
48%	Work experience	45%	51%	7%
73%	Performance feedback	70%	76%	5%
87%	Course content	85%	89%	4%
83%	Good teachers	81%	85%	4%
84%	Research	82%	85%	3%
85%	Learning support	84%	87%	3%
51%	Careers advice	51%	52%	1%
82%	Assessment	81%	82%	1%
93%	Expert lecturers	92%	93%	1%
69%	Employability	71%	67%	-4%

# Living

# Living matrix



## Benchmarking – living

Living element	% Satisfaction	p-value*
Living Overall (670)	87%	<b>0.06</b>
Living Average	74%	<b>0.00</b>

Aarhus Uni vs ISB	Aarhus Uni vs Denmark
1%	2%
-4%	1%

# Benchmarking - living

Living element	% Satisfaction	p-value*	Aarhus Uni vs ISB	Aarhus Uni vs Denmark
Living Overall (670)	87%	<b>0.06</b>	1%	2%
Living Average	74%	<b>0.00</b>	-4%	1%
<b>CULTURE</b>				
Home friends	87%	<b>0.29</b>	0%	0%
Host friends	57%	<b>0.00</b>	<b>-14%</b>	1%
Other friends	93%	<b>0.00</b>	4%	1%
Host culture	82%	<b>0.83</b>	-2%	2%
<b>CAREER DEVELOPMENT</b>				
Good contacts	76%	<b>0.54</b>	-2%	-1%
Earning money	39%	<b>0.00</b>	<b>-14%</b>	-2%
<b>RECREATION</b>				
Sport facilities	74%	<b>0.00</b>	<b>-7%</b>	-1%
Social facilities	82%	<b>0.12</b>	0%	1%
Social activities	82%	<b>0.00</b>	2%	4%
<b>ENVIRONMENT &amp; MOBILITY</b>				
Safety	86%	<b>0.00</b>	<b>-3%</b>	-4%
Good place to be	90%	<b>0.01</b>	0%	0%
Transport links	73%	<b>0.00</b>	<b>-13%</b>	<b>-7%</b>
Transport links uni	81%	<b>0.02</b>	-4%	-2%
Eco-friendly attitude	82%	<b>0.20</b>	-4%	0%
Danish immigration procedures	70%	<b>1.00</b>	N/A	-1%
Danish language proficiency	47%	<b>1.00</b>	N/A	0%

\*Independent samples t-test, HEI versus ISB, significant differences (p<=0.05) are highlighted in blue

## Benchmarking - Living

Living element	% Satisfaction	p-value*	Aarhus Uni vs ISB	Aarhus Uni vs Denmark
<b>CAMPUS &amp; SUPPORT SERVICES</b>				
Financial support	47%	<b>0.00</b>	<b>-11%</b>	4%
Visa advice	75%	<b>0.06</b>	<b>-7%</b>	-2%
Campus quality	90%	<b>1.00</b>	<b>6%</b>	5%
Campus environment	96%	<b>1.00</b>	<b>6%</b>	4%
<b>LIVING &amp; ACCOMMODATION</b>				
Accommodation quality	84%	<b>0.00</b>	0%	2%
Accommodation cost	58%	<b>0.00</b>	3%	<b>8%</b>
Living cost	42%	<b>0.00</b>	<b>-20%</b>	4%
Internet access	81%	<b>0.18</b>	-1%	2%
<b>WELFARE SERVICES</b>				
Worship facilities	68%	<b>0.00</b>	<b>-16%</b>	-4%

\*Independent samples t-test, HEI versus ISB, significant differences ( $p \leq 0.05$ ) are highlighted in blue

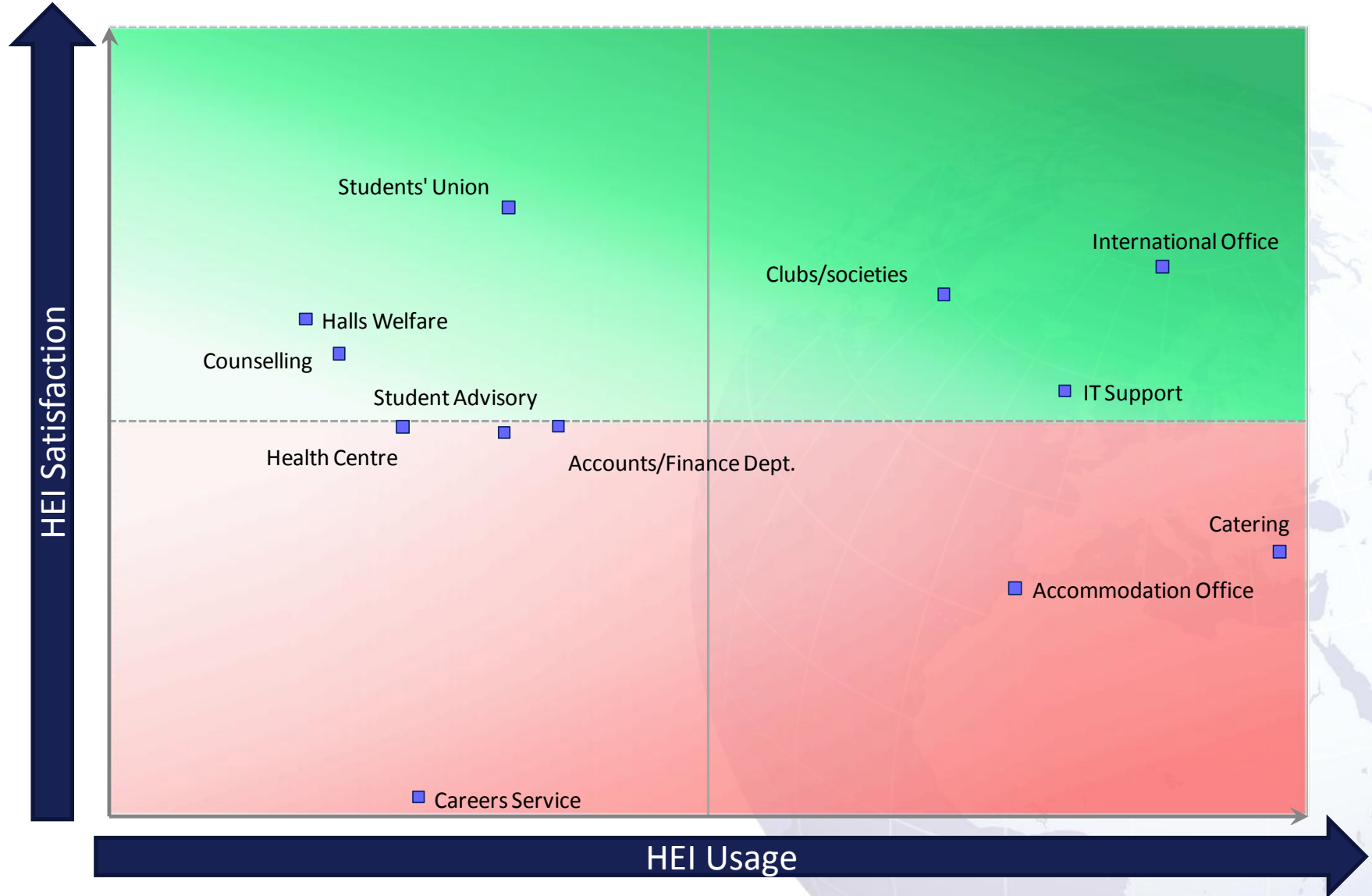
## Benchmarking – Living

Average	Elements	Summer 2008	Summer 2011	First Wave vs Summer 2011
74%	Good contacts	72%	76%	5%
92%	Other friends	90%	93%	3%
81%	Social activities	81%	82%	1%
83%	Host culture	83%	82%	-1%
87%	Home friends	88%	87%	-1%
43%	Living cost	43%	42%	-1%
75%	Sport facilities	76%	74%	-2%
84%	Social facilities	85%	82%	-2%
58%	Host friends	59%	57%	-2%
77%	Visa advice	78%	75%	-3%
85%	Accommodation quality	87%	84%	-4%
91%	Good place to be	93%	90%	-4%
50%	Financial support	52%	47%	-5%
61%	Accommodation cost	63%	58%	-5%
89%	Safety	92%	86%	-6%
77%	Transport links	80%	73%	-7%
87%	Internet access	93%	81%	-12%
76%	Worship facilities	84%	68%	-16%
49%	Earning money	60%	39%	-21%

# Support

the hours of consultation often conflicted directly with classes, and were so few that achieving a meeting was almost impossible without skipping class.

# Support matrix



## Benchmarking - support

% Usage	Support element	% Satisfaction	p-value*
	Support Overall (627)	87%	<b>0.75</b>
37%	Support Average	86%	<b>0.00</b>

Aarhus Uni vs ISB	Aarhus Uni vs Denmark
0%	4%
-3%	3%

## Benchmarking - support

% Usage	Support element	% Satisfaction	p-value*	Aarhus Uni vs ISB	Aarhus Uni vs Denmark
	Support Overall (627)	87%	<b>0.75</b>	0%	4%
37%	Support Average	86%	<b>0.00</b>	-3%	3%
<b>GENERAL SERVICES</b>					
59%	Clubs/societies	91%	<b>0.82</b>	-1%	2%
27%	Students' Union	95%	<b>0.51</b>	2%	4%
65%	Accommodation Office	79%	<b>0.58</b>	0%	8%
19%	Health Centre	85%	<b>0.45</b>	-3%	-2%
84%	Catering	80%	<b>0.02</b>	2%	1%
<b>CAMPUS &amp; SUPPORT SERVICES</b>					
76%	International Office	92%	<b>0.01</b>	1%	2%
68%	IT Support	87%	<b>0.59</b>	-3%	3%
31%	Accounts/Finance Dept.	85%	<b>0.12</b>	-3%	1%
27%	Student Advisory	85%	<b>0.01</b>	-6%	1%
20%	Careers Service	70%	<b>0.00</b>	-14%	-3%
<b>WELFARE SERVICES</b>					
12%	Halls Welfare	90%	<b>0.31</b>	1%	11%
15%	Counselling	89%	<b>0.67</b>	2%	5%

## Support satisfaction – wave on wave comparisons

Average	Elements	Summer 2008	Summer 2011	First Wave vs Summer 2011
85%	<b>Counselling</b>	81%	89%	7%
82%	<b>Student Advisory</b>	79%	85%	6%
93%	<b>Students' Union</b>	92%	95%	3%
78%	<b>Accommodation Office</b>	78%	79%	1%
86%	<b>Accounts/Finance Dept.</b>	86%	85%	0%
94%	<b>International Office</b>	95%	92%	-3%
89%	<b>IT Support</b>	90%	87%	-3%
82%	<b>Catering</b>	84%	80%	-4%
94%	<b>Clubs/societies</b>	97%	91%	-6%
77%	<b>Careers Service</b>	83%	70%	-14%

# Regional Differences

# Interactive data at your fingertips – is the course value for money?

Bahrain

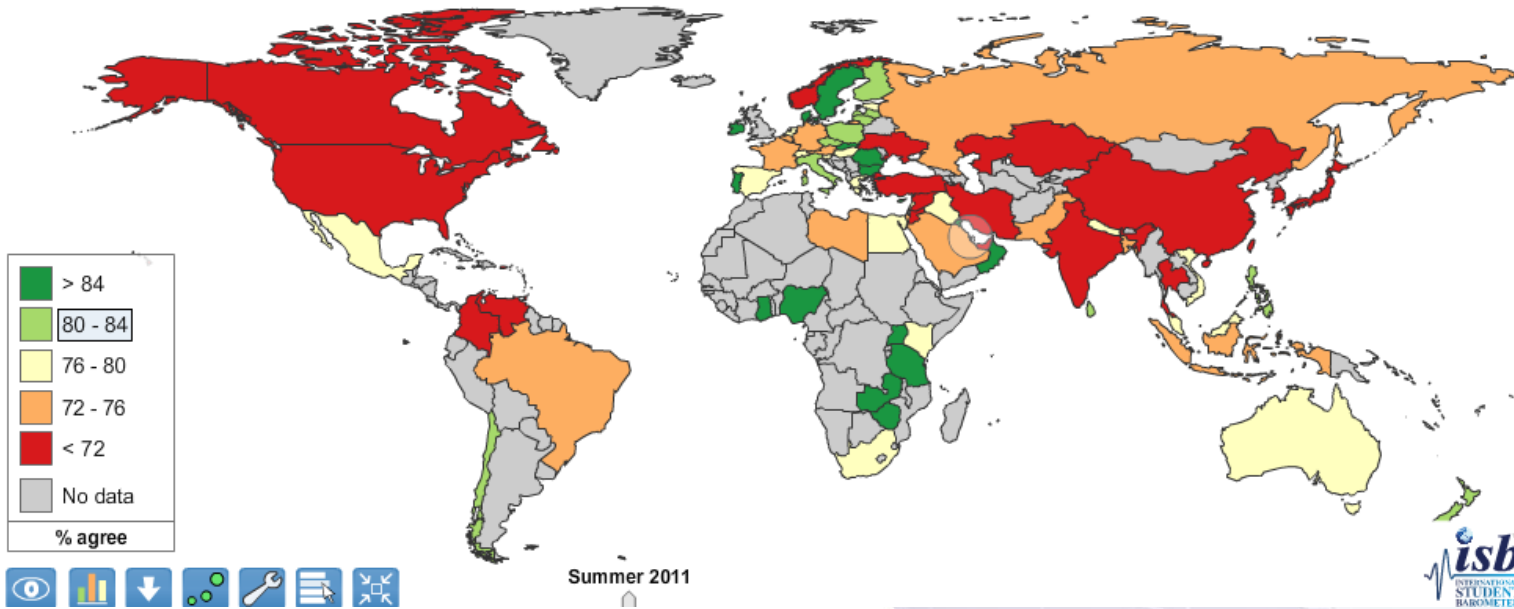
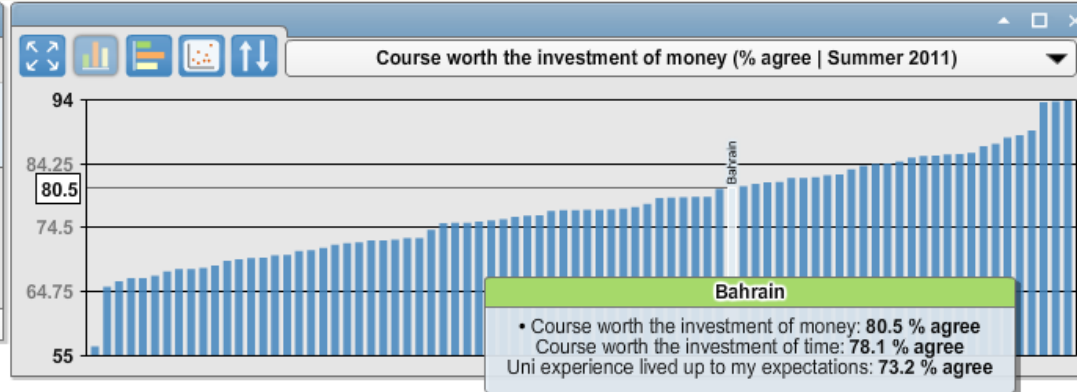
Reflections World map

Course worth the investment of money 80.5 % agree


Course worth the investment of time 78.1 % agree

Uni experience lived up to my expectations 73.2 % agree

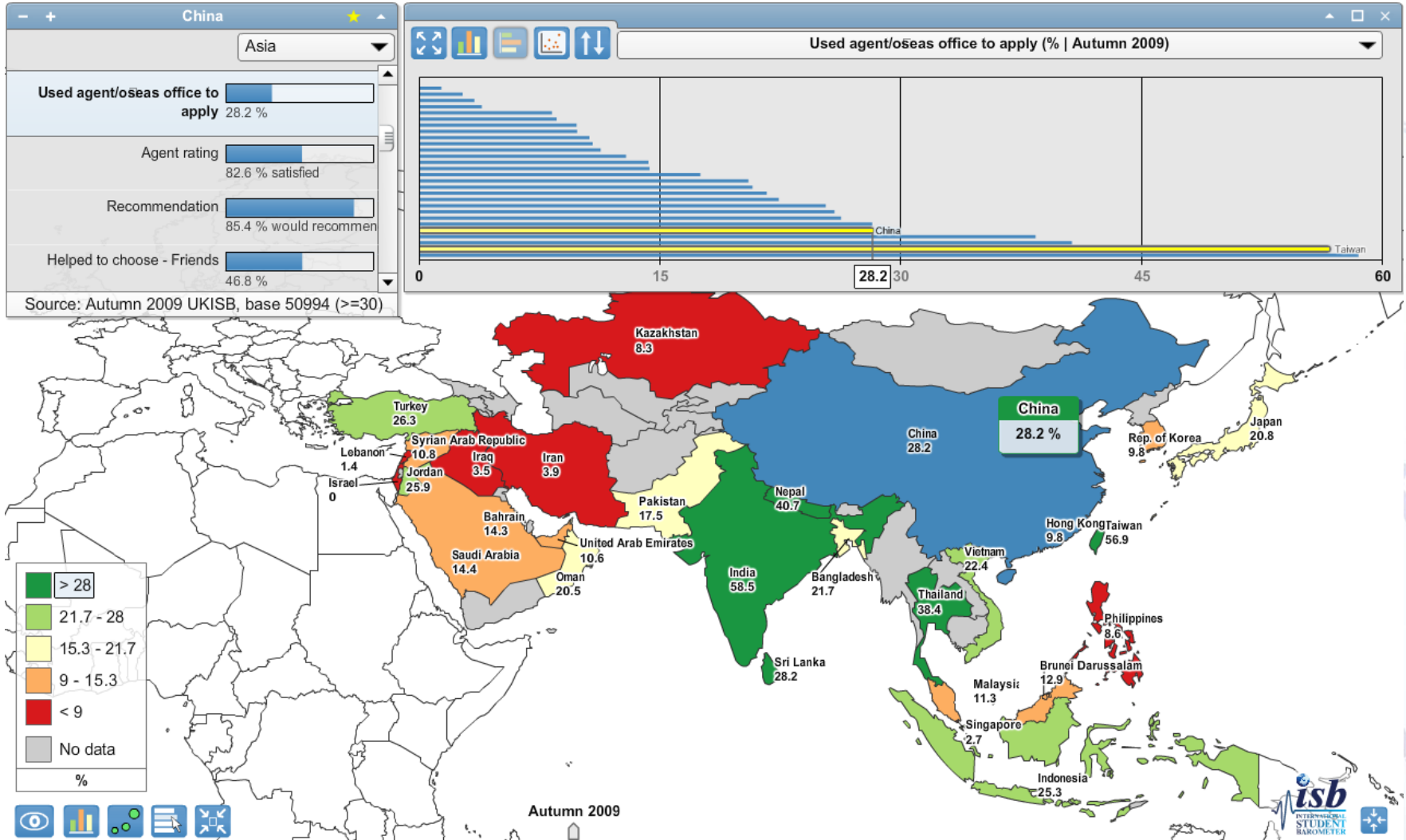
Source: UK ISB Summer 2011, base 31,130 (>=30)



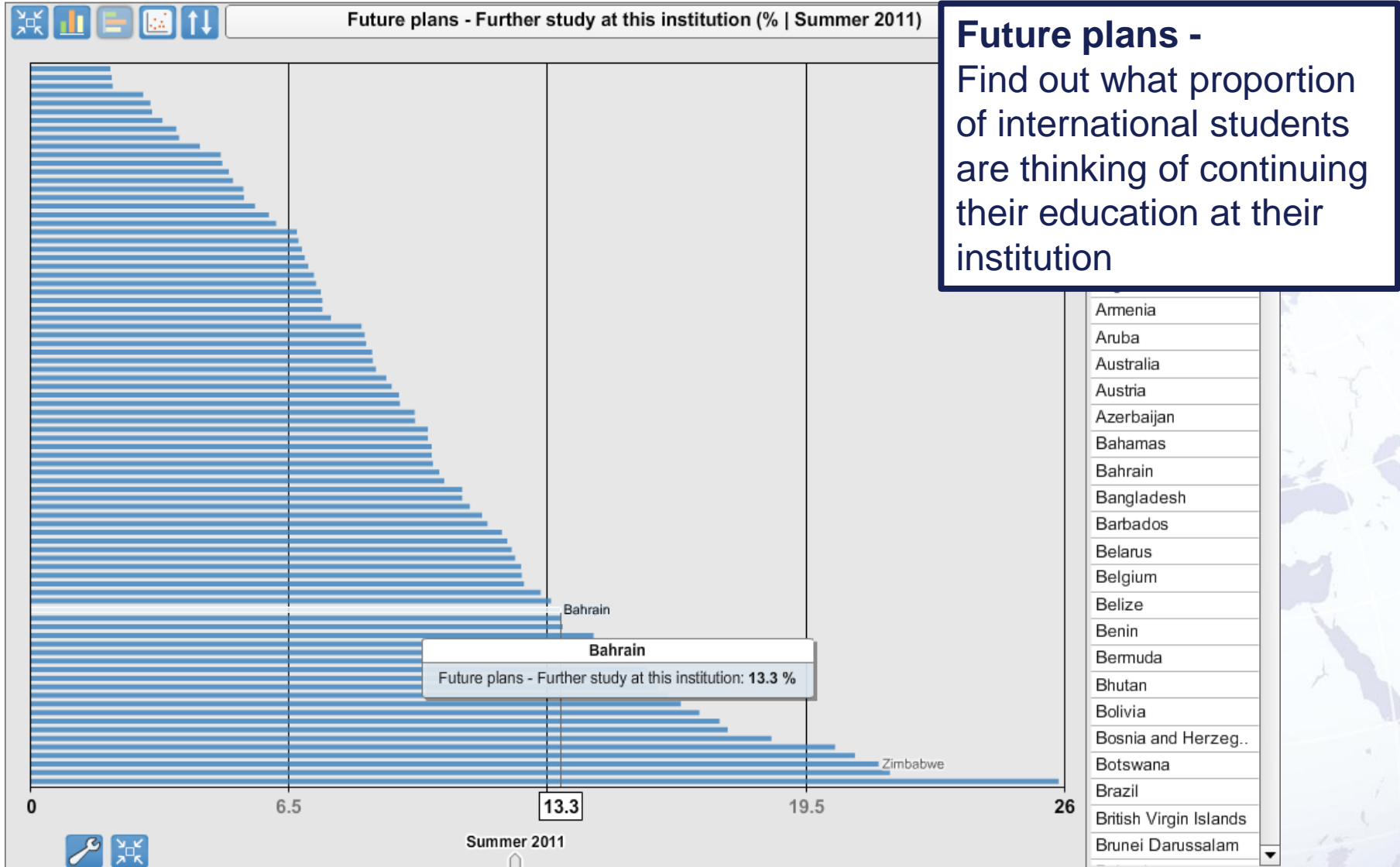
## GlobalView ISB Online Maps

- **GlobalView** ISB map tool is an **interactive online map** containing detailed information about international students and their study experiences
  - The mapping tool can be used to understand how the international student experience differs by region
  - The information will be particularly useful for those involved in:
    - Internationalisation strategy
    - Student experience
  - **GlobalView** includes essential strategic information on key areas, including:
    - Reflections on value for money
    - Time-spent: evaluating time in lectures/tutorial/personal study
    - Working while studying & future plans
    - Learning experience – differences by nationality
- 

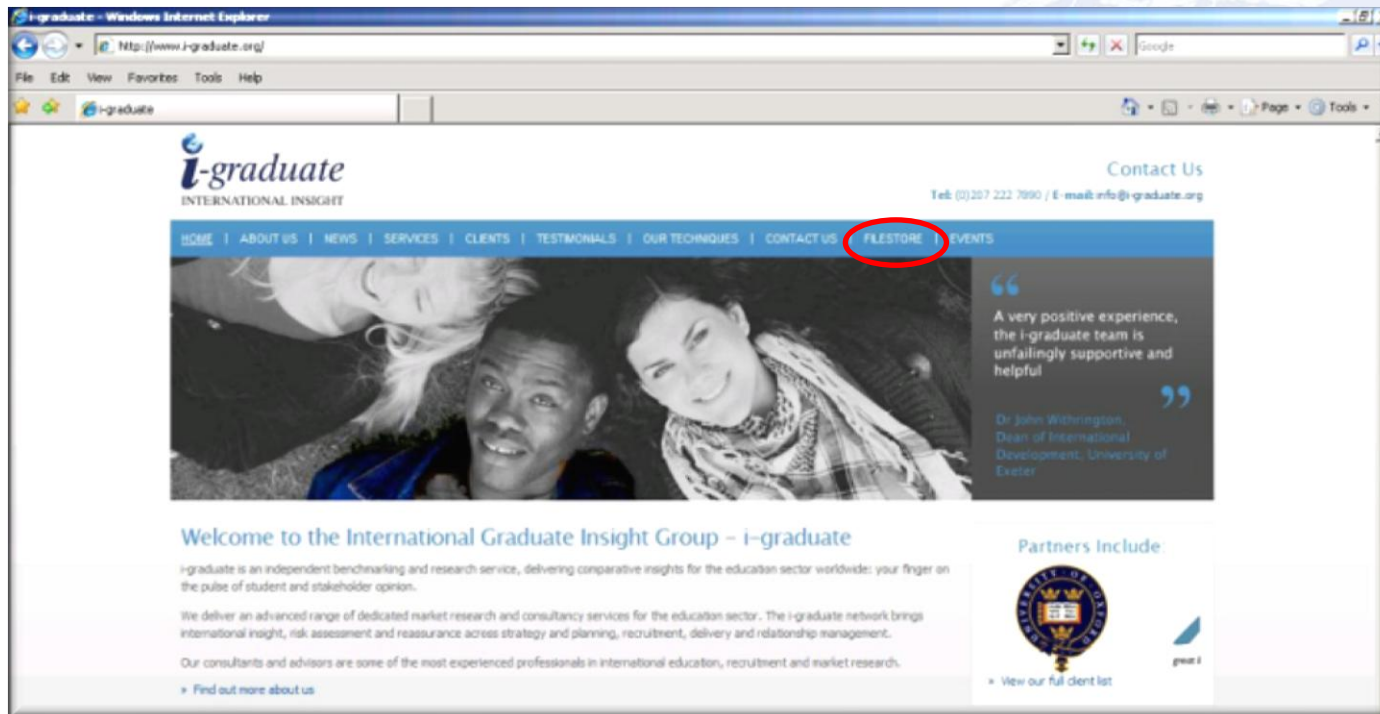
# GlobalView - Agent use by country



# GlobalView – Future plans by country of origin



- A member of the i-graduate Research Team will be in contact with details of your HEI's online password-protected **Filestore** ([www.i-graduate.org/filestore](http://www.i-graduate.org/filestore))



- **Filestore** contains: full PDF presentation, open comments spreadsheet, HEI breakdown sheet, ranking grids and ranking sheets

🌐 For further information about the Student Barometer contact a member of the i-graduate Research Team ([info@i-graduate.org](mailto:info@i-graduate.org))

🌐 For further details of any of our other research services, please contact Nannette Ripmeester ([n.ripmeester@i-graduate.org](mailto:n.ripmeester@i-graduate.org)) or [Archie.Pollock@i-graduate.org](mailto:Archie.Pollock@i-graduate.org)

### 🌐 International Graduate Insight Group Offices

29 Harley Street  
London  
W1G 9QR

Mathenesserlaan 255 - NL  
3021, HD  
Rotterdam

1025 Connecticut Avenue  
NW, Suite 1000  
Washington, DC 20036

t +44 (0)207 222 7890  
f +44 (0)207 182 7152  
[info@i-graduate.org](mailto:info@i-graduate.org)  
[www.i-graduate.org](http://www.i-graduate.org)

t +31 10 477 6553  
f +44 207 182 7152  
[info@i-graduate.org](mailto:info@i-graduate.org)  
[www.i-graduate.org](http://www.i-graduate.org)

t +1 202 455 0959  
f +44 207 182 7152  
[info@i-graduate.org](mailto:info@i-graduate.org)  
[www.i-graduate.org](http://www.i-graduate.org)

# Appendix

## Participating HEIs

Denmark (n=5617)	
Aalborg Universitet	IT-Universitetet
Aarhus Universitet	Københavns Erhvervsakademi (KEA)
Arkitektskolen Aarhus	Det Kongelige Danske Musikkonservatorium
Handelshøjskolen i København	Kunstakademiets Arkitektskole
Ingeniørhøjskolen i København	Roskilde Universitet
Danmarks Designskole	Rytmisk Musikkonservatorium
Danmarks Medie- og Journalisthøjskole	Kunstakademiets Konservatorskole
Danmarks Tekniske Universitet	Statens Teaterskole
Den Danske Filmskole	Syddansk Musikkonservatorium og Skuespillerskole
Designskolen Kolding	Syddansk Universitet
Det Jyske Musikkonservatorium	HEI College Capital
Erhvervsakademi Århus	HEI College Lillebaelt
Erhvervsakademi Copenhagen Business	HEI College Metropol
Erhvervsakademi Dania	HEI College Nordjylland
Erhvervsakademi Kolding	HEI College Sjælland
Erhvervsakademi Sjælland	HEI College Syddanmark
Erhvervsakademi Sydvest	Københavns Universitet
Ingeniørhøjskolen i Århus	VIA HEI College
Det Informationsvidenskabelige Akademi	Erhvervsakademi Lillebaelt

## Base Numbers

Element	HEI base number
Support Overall	627
Catering	518
International Office	450
IT Support	383
Accommodation Office	336
Clubs/societies	335
Student Advisory	135
Students' Union	133
Accounts/Finance Dept.	110
Careers Service	99
Health Centre	96
Counselling	61
Halls Welfare	50
Faith Provision	9
Disability Support	8

## About i-graduate

- 🌐 The **International Graduate Insight Group (i-graduate)** is an **independent benchmarking and research service**, delivering **comparative insights** for the **education sector worldwide**: *your finger on the pulse of student and stakeholder opinion*
  - 🌐 The ISB is **the largest annual study of international students in the world**, with feedback from over **150,000** respondents each year
  - 🌐 **Used throughout the sector** to target resourcing and investment in improving services, teaching and support for students
  - 🌐 i-graduate provides research services for **over 700 education HEIs worldwide**
  - 🌐 Running in **22 countries** across **5 continents**
- 

## i-graduate services



### Transnational and Distance Education Barometer (TDB)

Tracks the decision-making, expectations and perceptions of **students studying remotely or transnationally**.

### StudentPulse

A global quantitative survey of **prospective international students** from over 20 source countries. StudentPulse provides objective and unbiased assessment of the awareness, attractiveness, value and effectiveness of study destinations and education brands.

### Alumni Barometer

**Alumni** are a potentially powerful source of recommendation, engagement and funding – as well as a critical indicator of success.

Our Alumni Barometer tracks these factors and more.

### Integrated Survey Solution (ISS)

The **'Whole HEI'** Barometer. Transforms the ISB into a single-source solution for student feedback.

# Questionnaire

## Questionnaire Flow

### Background

- *Demographics*
- *Accommodation*
- *Funding*
- *Overall Satisfaction*
- *Level of study*
- *Area of study*
- *School/Faculty/Department*
- *Year of study*
- *HEI choice – factors & countries*

### Arrival Experience

- *Overall Satisfaction*
- *Rating on experience*

### Learning Experience

- *Overall Satisfaction*
- *Satisfaction of learning elements*

### Living Experience

- *Overall Satisfaction*
- *Satisfaction of living elements*

### Support Experience

- *Overall Satisfaction*
- *Relevance of services*
- *Satisfaction with services used*

### Recommendation

- *Recommendation to other students*

### Study Time

- *Weekly hours studying and working*
- *Perception of time spent with academic staff*

### Future Plans

- *Employment*
- *Study*

### Ethnographics

- *Ethnicity, Disability, Faith/ Religion*

*Not a full list of questions*

## Arrival Terminology

Terminology in Questionnaire	Terminology in Report
Welcome/pickup at airport, railway, coach station	Welcome/ pick-up
Academic registration	Registration
First night - getting to where I would stay	First night
Formal welcome at the HEI	Formal welcome
Internet access at my accommodation	Internet access
HEI orientation	HEI orientation
Orientation (finding my way around the local area)	Local orientation
HEI accounts/ finance department	Finance office
Setting up a bank account	Bank account
Accommodation office	Accommodation office
Condition of accommodation on arrival	Accommodation condition
The social activities	Social activities
Making friends from my country	Home friends
Making friends from this country	Host friends
Making friends from other countries	Other friends
Meeting academic staff	Meeting staff
Understanding how my course of study would work	Study sense

# Learning Terminology

Terminology in Questionnaire	Terminology in Report
The quality of lectures	Quality lecturers
The subject area expertise of lecturers/ supervisors	Expert lecturers
The teaching ability of lecturers/ supervisors	Good teachers
The academic content of my course/ studies	Course content
The organisation and smooth running of the course (Undergraduate & Masters)	Course organisation
The level of research activity	Research
Academic staff whose English I can understand	Academics' English
Getting time from academic staff when I need it/ personal support with learning	Learning support
Feedback on coursework/ formal written submissions	Performance feedback
Explanation of making/ assessment criteria	Marking criteria
Fair and transparent assessment of my work	Assessment
Guidance in topic selection and refinement by my supervisor (Masters & PhD)	Topic selection
Confidence about managing a research project as a result of my experience so far (PhD only)	Managing research
The quality of the lecture theatres and classrooms	Learning spaces
The quality of laboratories (if applicable)	Laboratories
The physical library facilities	Physical library
The online library facilities	Online library
The learning technology (PCs, networking, etc)	Technology
Virtual learning environment (Blackboard/ WebCT/ Weblearn)	Virtual learning
Advice and guidance on long-term job opportunities and careers from academic staff	Careers advice
Learning that will help me get a good job	Employability
Opportunities for work experience/ work placements as a part of my studies	Work experience

Living - Terminology in Questionnaire	Living - Terminology in Report
The quality of accommodation	Accommodation quality
The cost of accommodation	Accommodation cost
The cost of living	Living cost
Feeling safe and secure	Safety
Making friends from my home country	Home friends
Making friends from this Country	Host friends
Making friends from other Countries	Other friends
Opportunities to experience the culture of this country	Host culture
The sports facilities	Sports facilities
The social facilities	Social facilities
The social activities	Social activities
Internet access at my accommodation	Internet access
Making good contacts for the future	Good contacts
The facilities for religious worship	Worship facilities
The surroundings outside the HEI	Good place to be
The transport links to other places	Transport links (other places)
The availability of financial support/ bursaries etc.	Financial support
The opportunity to earn money while studying	Earning money
Immigration and visa advice from the HEI	Visa advice
Transport between HEI locations	Transport links uni
The universities' eco-friendly attitude to the environment	Eco-friendly attitude
The design and quality of the campus buildings	Campus buildings
The quality of the external campus environment	Campus environment

## Support Terminology

Terminology in Standard Questionnaire	Terminology in University Questionnaire	Terminology in Report
HEI Clubs/Societies	The HEI's Clubs/Societies	Clubs/societies
Students' Union	Students' Union	Students' Union
Student Advisory Service	Student Advisory Service	Student Advisory
IT and system support	IT and system support	IT Support
International Office	International Office	International Office
Halls of Residence welfare support	Halls of Residence welfare support	Halls Welfare
Health Centre	Health Centre	Health Centre
Chaplaincy or multi-faith provision	Chaplaincy or multi-faith provision	Faith Provision
HEI accounts/ finance department	Accounts/finance department	Accounts/Finance Dept.
Disability Support	Disability Support	Disability Support
Careers Advisory Service	Careers Advisory Service	Careers Service
Counselling Service	Counselling Service (personal matters)	Counselling
Campus eating places	Campus eating places	Catering
Accommodation Office	Accommodation Office	Accommodation Office



# Survey Changes

## Measuring Importance

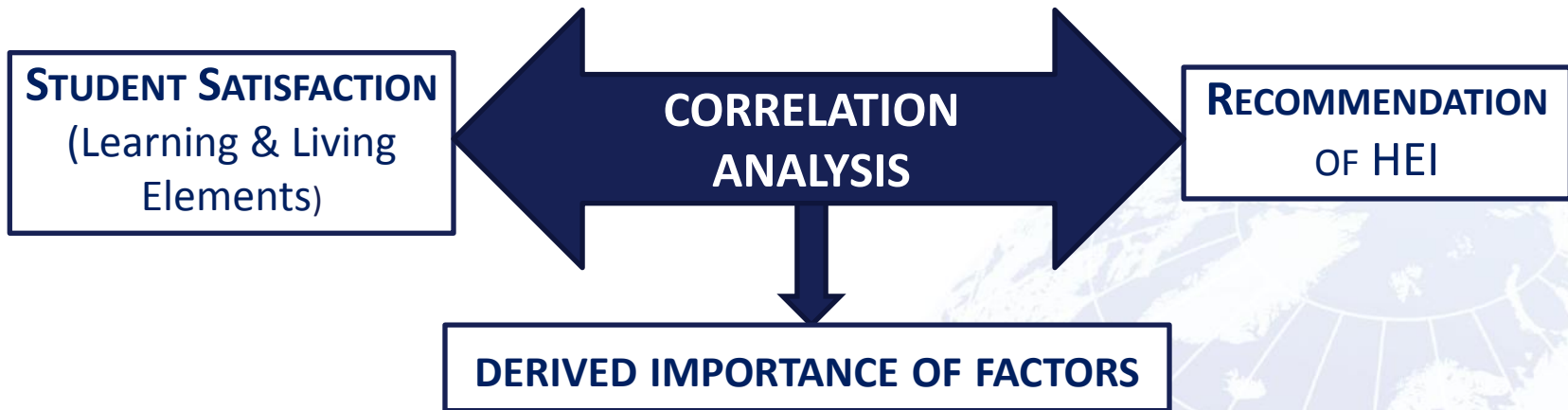
### **Stated vs. Derived Importance**

1. Students were previously asked to state the importance of each element to them in the Student Barometer
2. Importance is now 'derived' rather than 'stated'

### **Rationale**

1. Stated importance only varies slightly by HEI – therefore less useful at an HEI level for understanding key priorities
2. Derived importance varies much more by HEI
3. Questionnaire is significantly shorter reducing survey time for students
4. Outputs and insight will remain the same – i.e. the Student Barometer will still run satisfaction vs. importance matrices

## Measuring Importance



### How it works

- Students' satisfaction ratings on the Learning and Living elements are correlated with their likelihood to recommend their HEI.
- A higher correlation means that the *relationship* between the element and the likelihood to recommend the experience is strong.
- Derived importance thus shows which factors have the greatest impact on recommending the HEI to others.

## Danish ISB Derived Importance – Exit 2011. What drives international students to recommend?

Bachelor's	Master's	PhD
Course Organisation (0.36)	Quality Lectures (0.38)	Good Contacts (0.36)
Quality Lectures (0.36)	Course Organisation (0.36)	Social Activities (0.35)
Employability (0.35)	Course Content (0.36)	Assessment (0.35)
Course Content (0.34)	Employability (0.33)	Learning Support (0.34)
Good Teachers (0.34)	Expert Lecturers (0.32)	Host Culture (0.34)
Expert Lecturers (0.33)	Good Teachers (0.31)	Research (0.34)
Good Contacts (0.33)	Visa Advice (0.31)	Social Facilities (0.34)
Social Facilities (0.32)	Research (0.29)	Topic Selection (0.33)
Careers Advice (0.31)	Assessment (0.28)	Performance Feedback (0.32)
Language Support (0.30)	Careers Advice (0.27)	Financial Support (0.29)

\*Based on international students in Denmark, sorted by relationship with recommendation (r-value)

## Questionnaire Changes

### **1) The introduction of two new virtual learning elements:**

Virtual Learning Environment (Blackboard/WebCT/Weblearn)  
The online library facilities (access to journals etc)

### **2) The introduction of additional learning elements:**

Explanation of marking/ assessment criteria  
The organisation and smooth running of the course (Masters & Undergraduates)  
The quality of laboratories (if applicable)  
The quality of lectures  
Guidance in topic selection and refinement by my supervisor (PhD & Masters)  
Confidence about managing a research project as a result of my experience so far  
(PhD only)

### **3) The introduction of additional living elements:**

The design and quality of the campus buildings  
The quality of the external campus environment

### **4) The introduction of one additional arrival element:**

Condition of accommodation on arrival

## Questionnaire Changes

**5) Removal of duplicate questions from the arrival section. The following measures are taken from the living and support sections for students who have arrived in the last 4 months:**

Home friends, host friends, other friends, social activities, internet access, Finance Office, Accommodation Office

**6) DL, Foundation and ELT students will be screened out of the standard ISB:**

HEIs will now be able to survey these students using a separate instrument

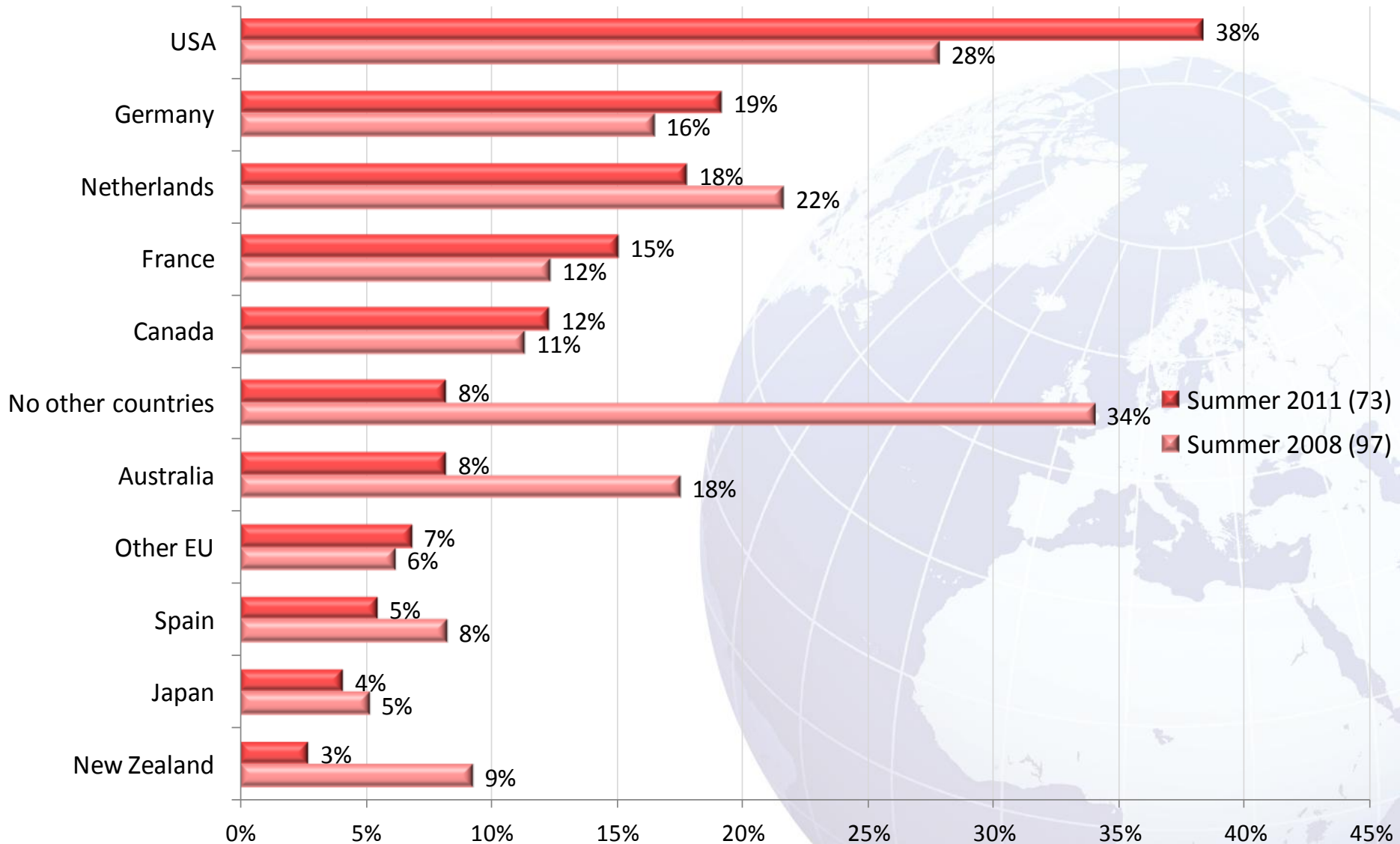
**7) Clarification of the decision making questions:**

“Why did you choose to study in this country over other countries you considered studying in” has been removed. The elements from this question will now be covered under the question “How important were the following factors when deciding where to study”

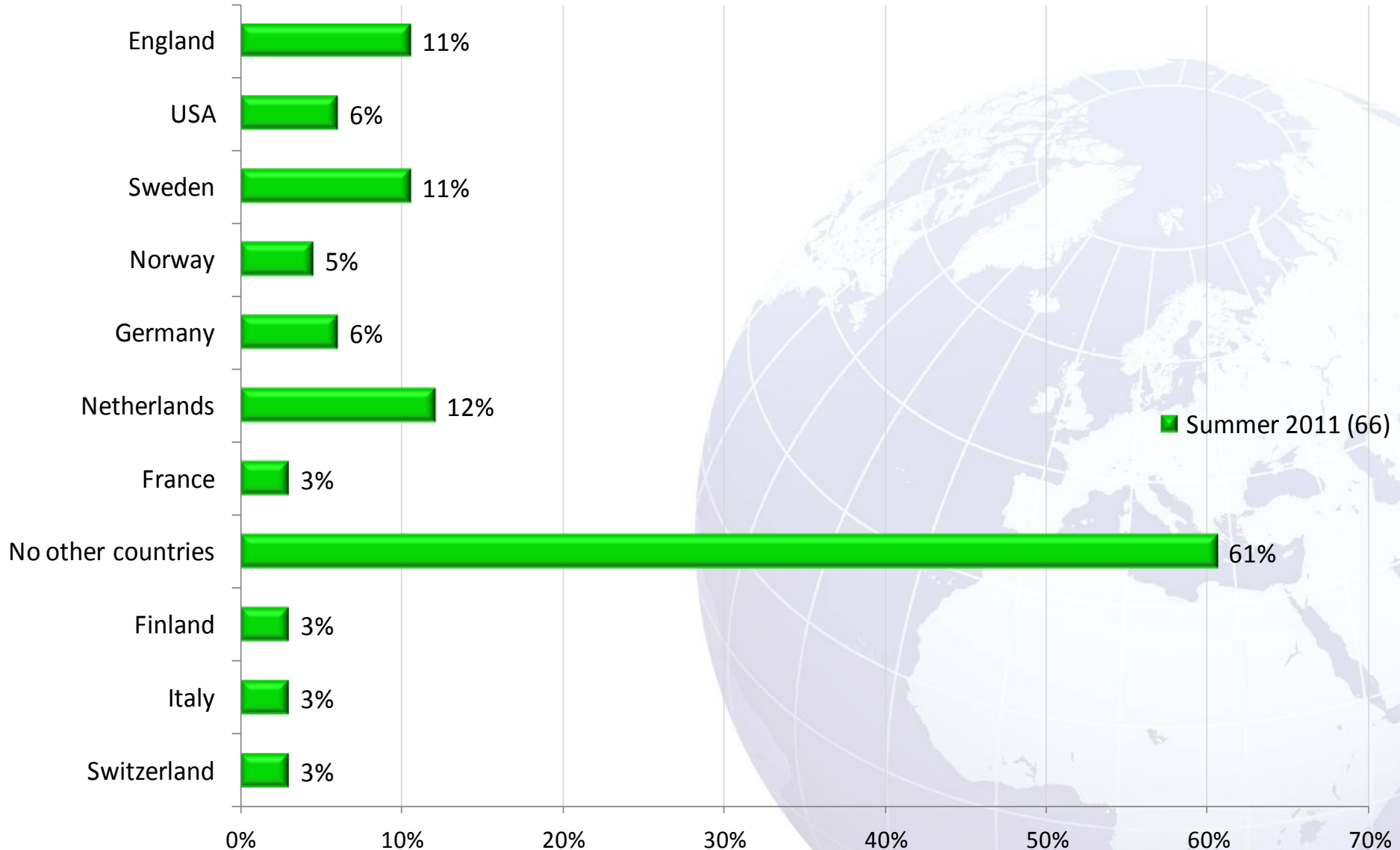
This avoids confusion where elements cross over between the two questions

# Choice of Destination

## Which of the following countries did you consider?



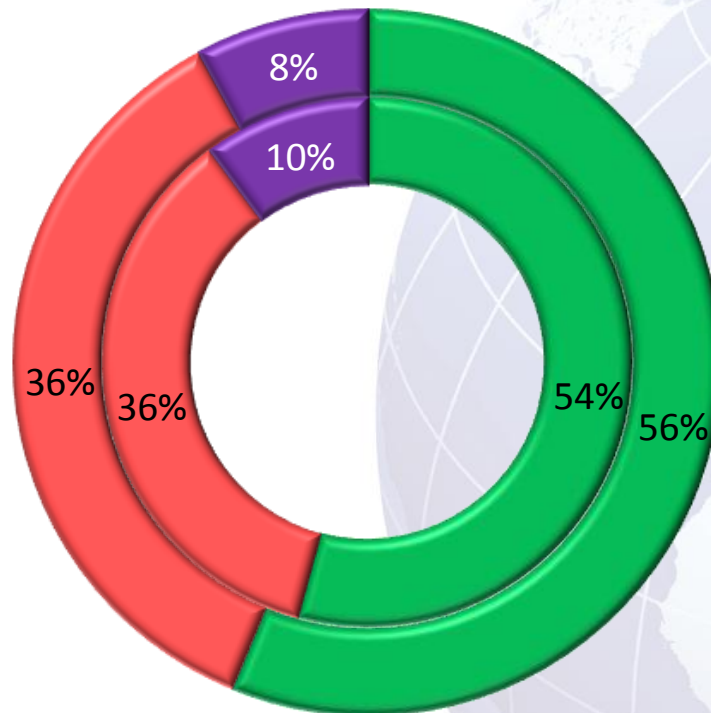
## Which of the following countries did you apply to?



## Which was most important in your decision of where to study?

**Aarhus Uni (365, inner circle) vs Denmark (2713, outer circle)**

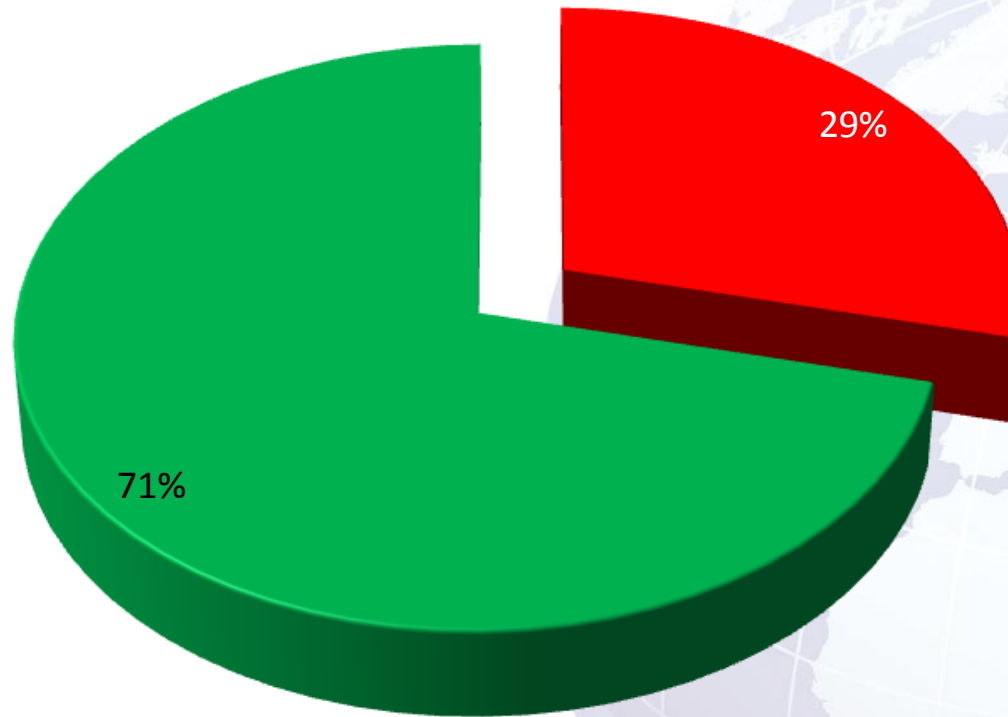
■ The institution ■ The country ■ Don't know



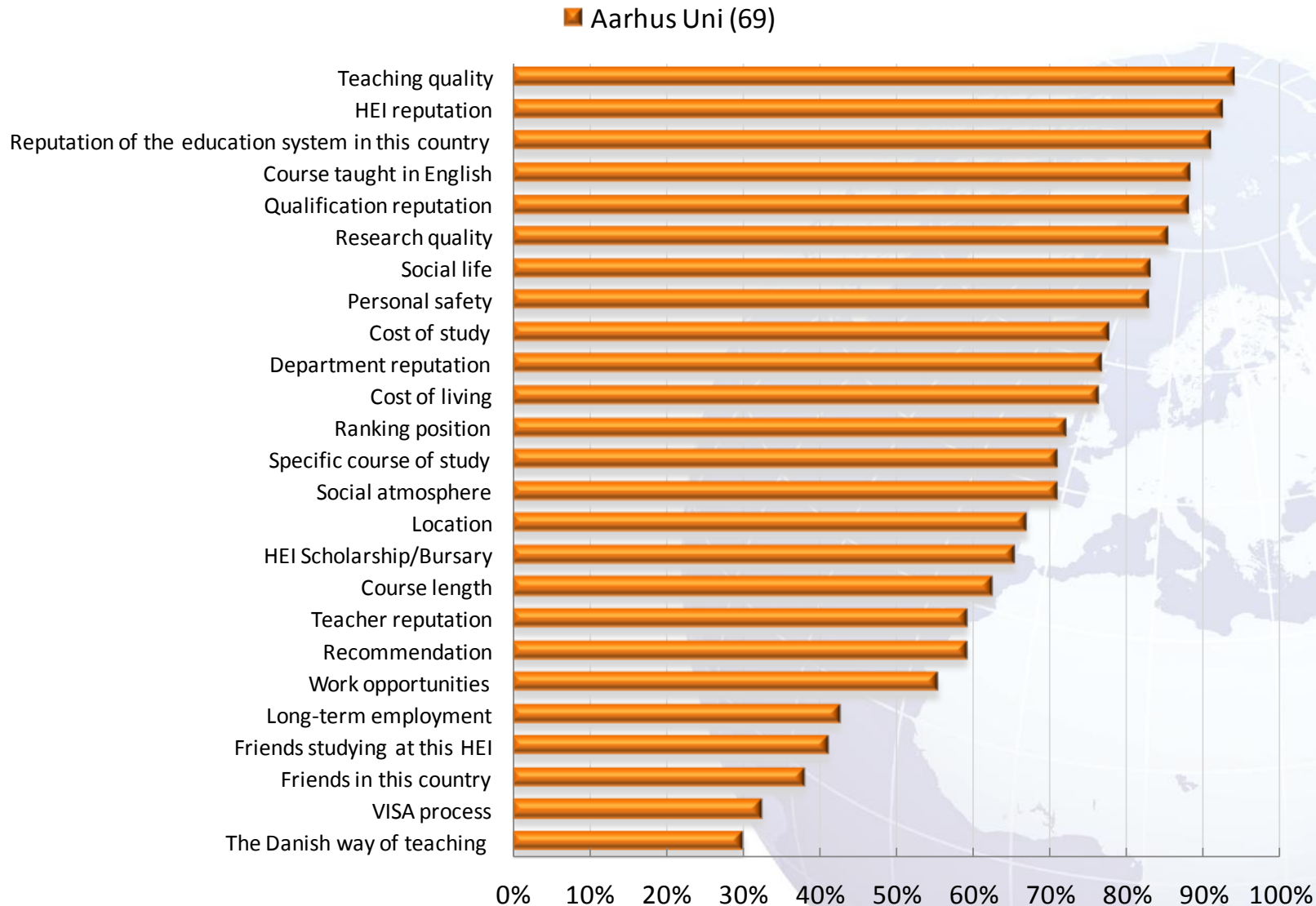
## Was this country your first choice for international education?

### Aarhus Uni (73)

■ No ■ Yes

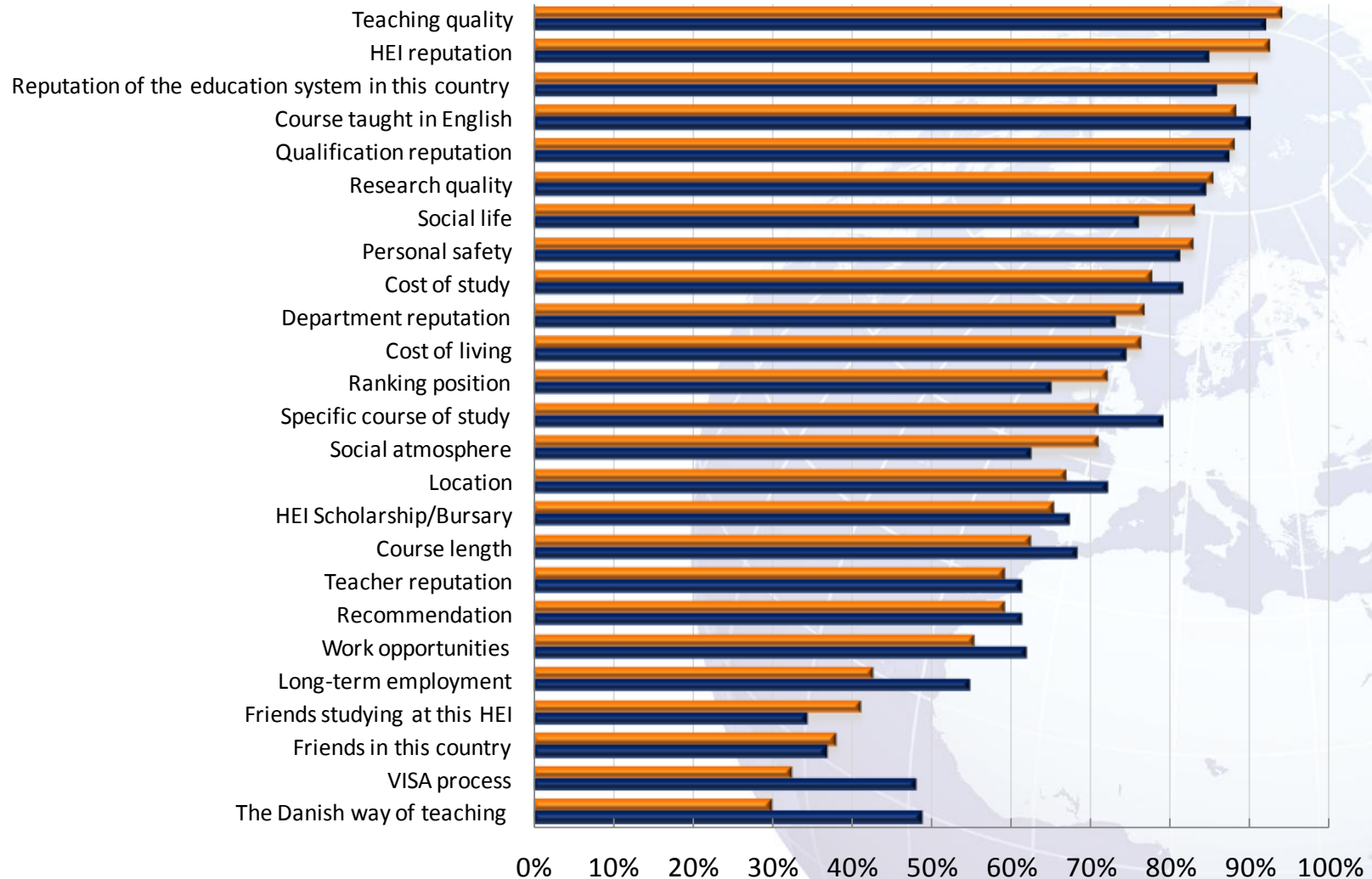


## How important were the following factors when deciding to study at this HEI?

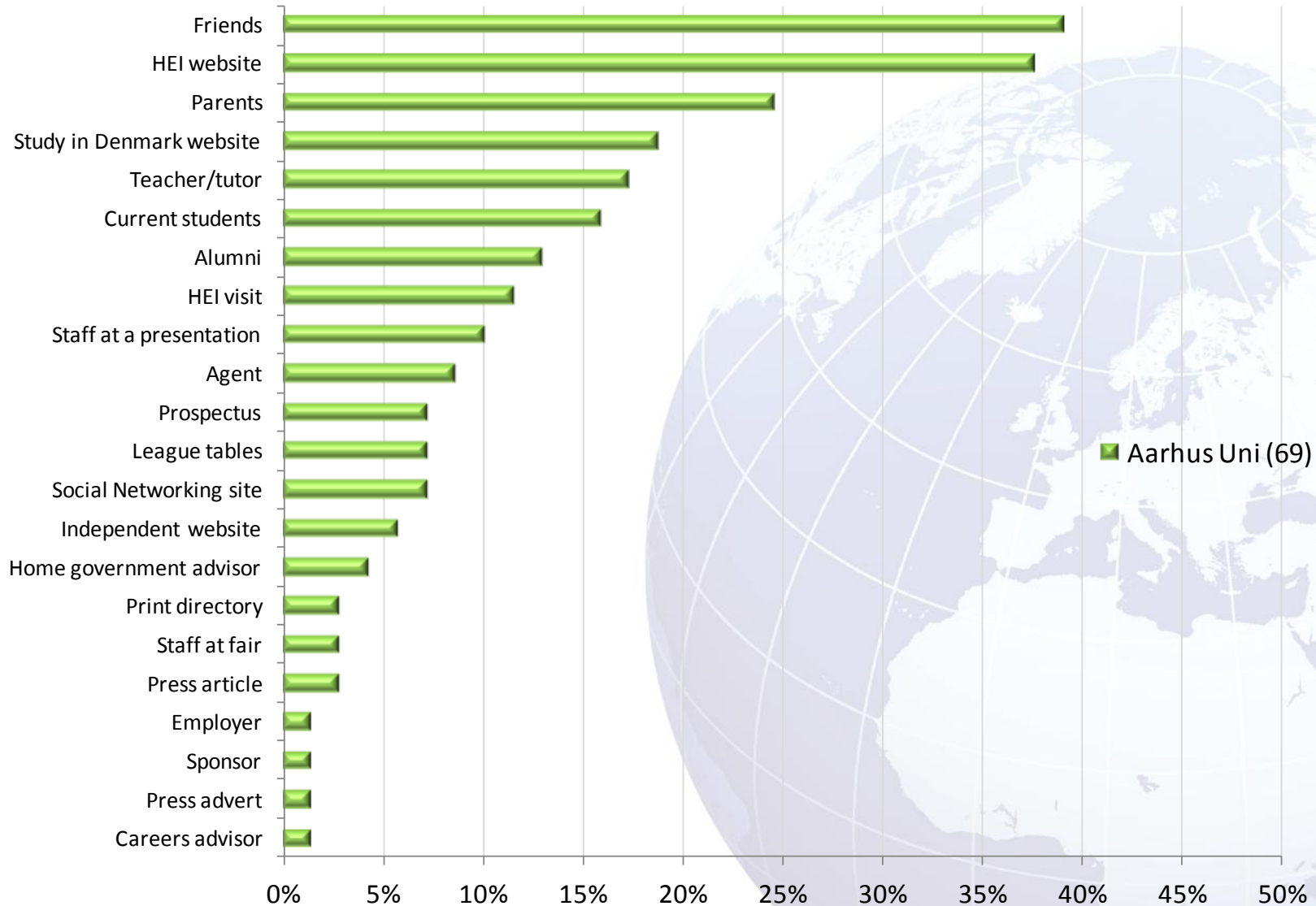


# How important were the following factors when deciding to study at this HEI?

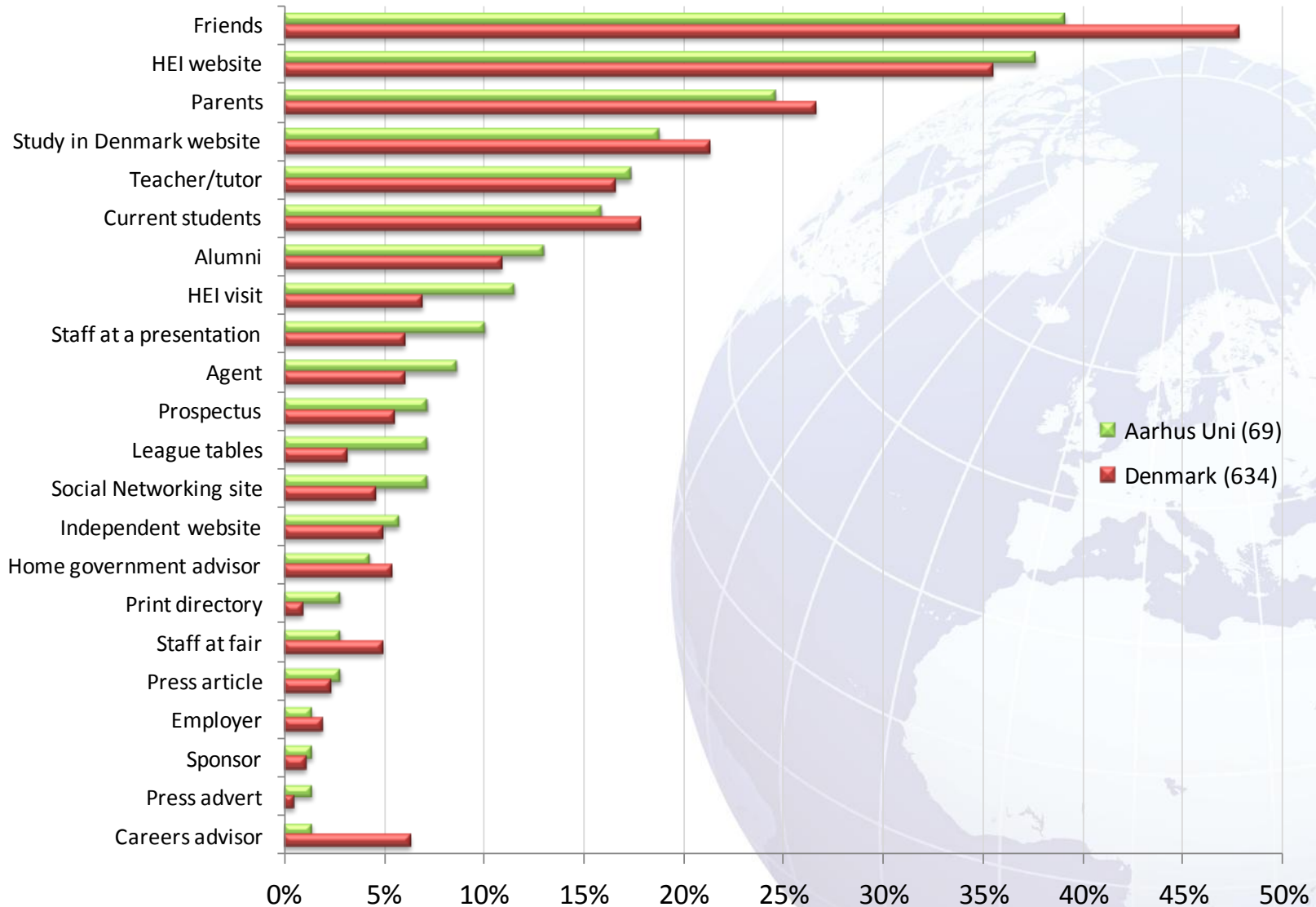
■ Aarhus Uni (69) ■ Denmark (633)



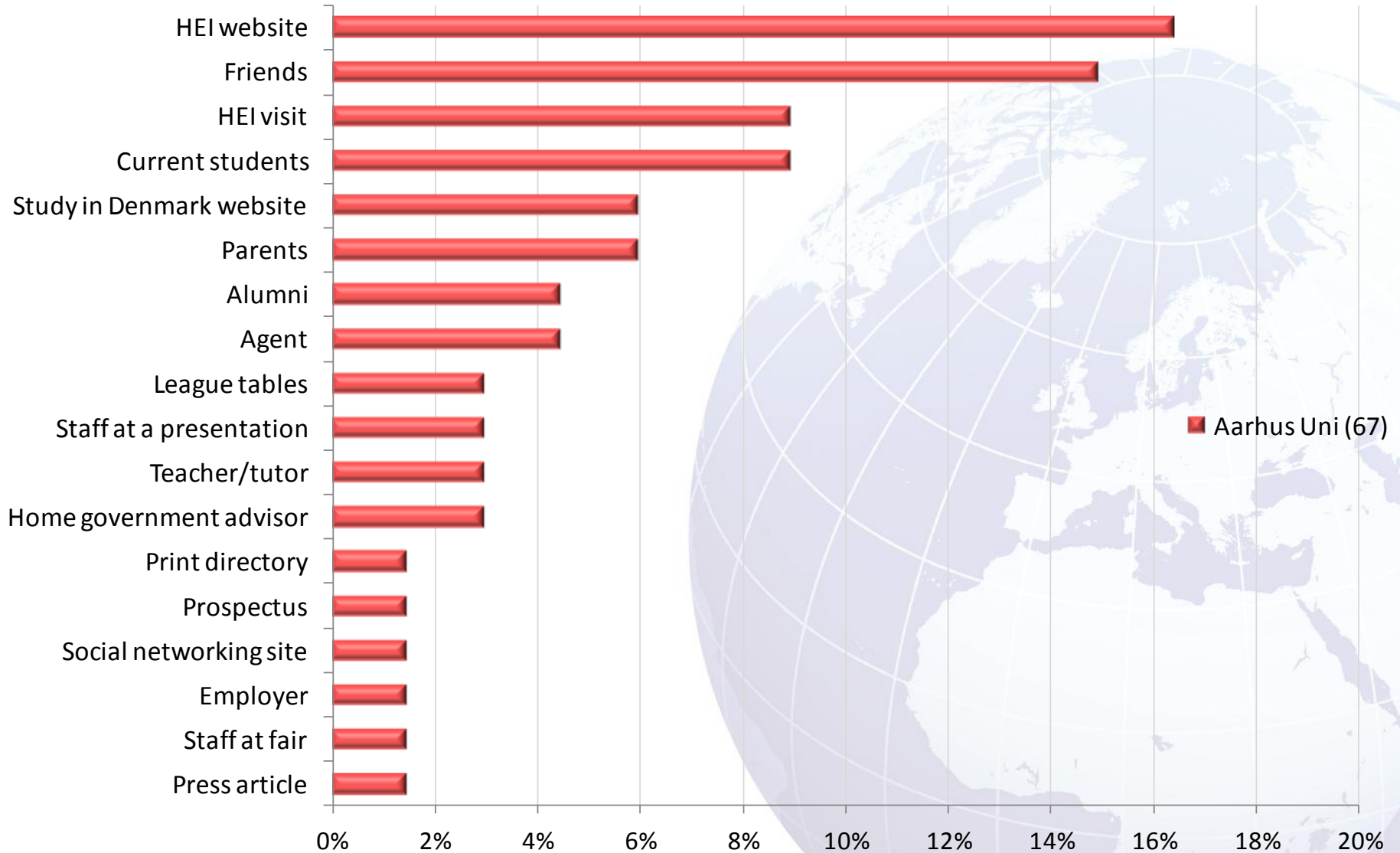
# Which of the following factors helped you to choose your HEI?



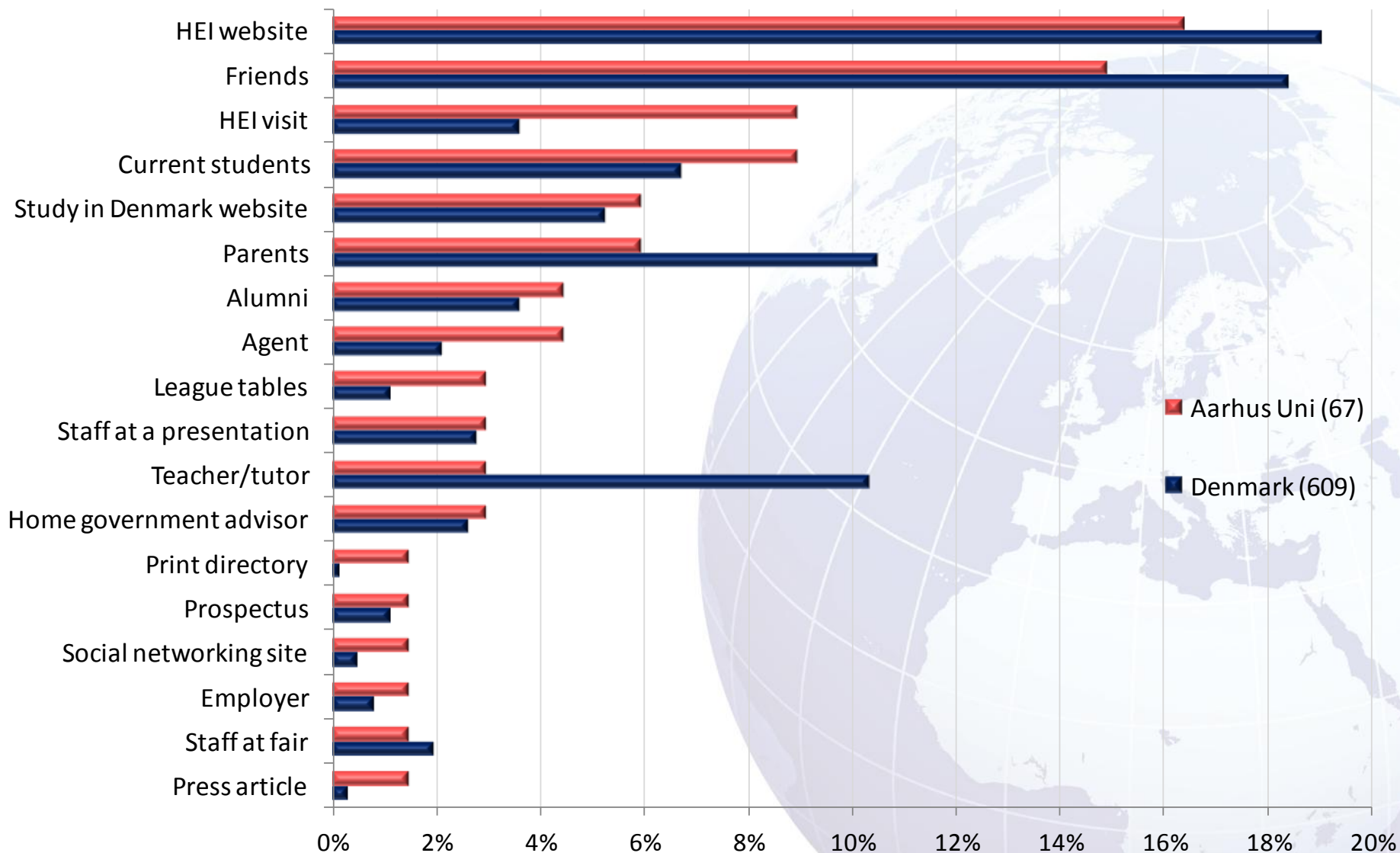
# Which of the following factors helped you to choose your HEI?



## Which was the most important factor in helping you to choose your HEI?



## Which was the most important factor in helping you to choose your HEI?



# Application

## How long did you wait from initial contact to response?

<i>Average Days</i>	Aarhus Uni	ISB	Denmark
Master's	19	16	18
<i>% Satisfaction</i>	Aarhus Uni	ISB	Denmark
Master's	88%	83%	81%



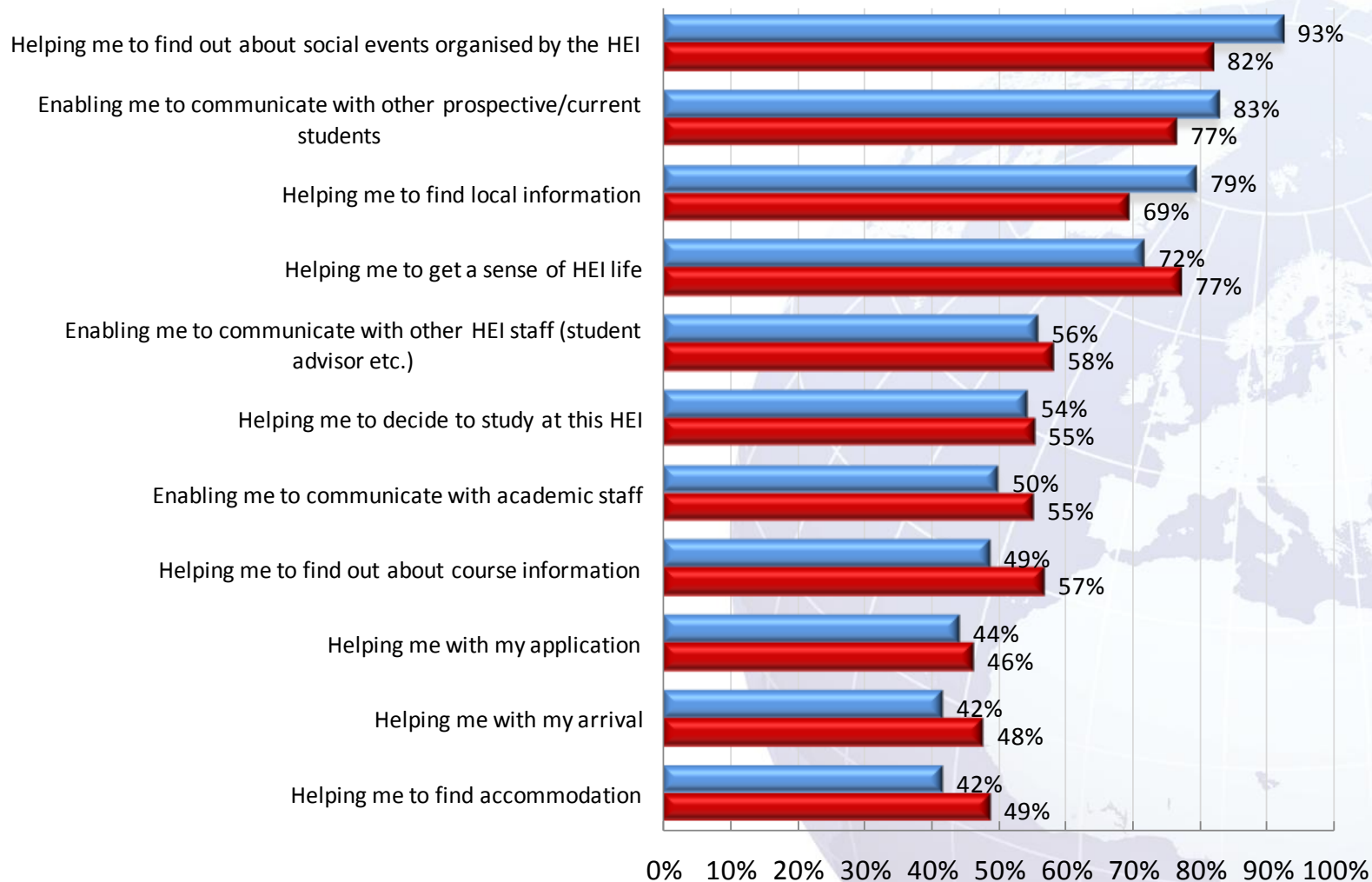
## How long did you wait from application to offer?

<i>Average Days</i>	Aarhus Uni	ISB	Denmark
Master's	49	34	42
<i>% Satisfaction</i>	Aarhus Uni	ISB	Denmark
Master's	69%	77%	74%



## How helpful were the HEI's social networking sites in...?

■ Aarhus Uni (41) ■ Denmark (356)



# Arrival

## Benchmarking - arrival

Arrival Element	% Satisfaction	p-value*
Arrival Overall (66)	83%	<b>0.73</b>
Arrival Average	82%	

Aarhus Uni vs ISB	Aarhus Uni vs Denmark
0%	2%
0%	2%

\*Independent samples t-test, HEI versus ISB, significant differences ( $p \leq 0.05$ ) are highlighted in blue

\*\*Arrival elements asked to students who arrived in the past 4 months

## Benchmarking - arrival

Arrival Element	% Satisfaction	p-value*	Aarhus Uni vs ISB	Aarhus Uni vs Denmark
Arrival Overall (66)	83%	<b>0.73</b>	0%	2%
Arrival Average	82%		0%	2%
<b>FUNCTIONAL</b>				
Registration	91%	<b>0.88</b>	4%	3%
Formal welcome	84%	<b>0.14</b>	0%	-4%
First night	80%	<b>0.55</b>	1%	<b>7%</b>
HEI Orientation	86%	<b>0.31</b>	2%	1%
Internet access	80%	<b>0.94</b>	-2%	1%
Local Orientation	86%	<b>0.15</b>	4%	4%
Accommodation Office	82%	<b>0.95</b>	0%	2%
Accommodation Condition	78%	<b>0.72</b>	0%	<b>9%</b>
Welcome	76%	<b>0.25</b>	5%	<b>10%</b>
Bank account	60%	<b>0.10</b>	<b>-17%</b>	<b>-5%</b>
<b>SOCIAL</b>				
Other friends	91%	<b>0.22</b>	4%	2%
Host friends	61%	<b>0.87</b>	<b>-7%</b>	5%
Home friends	92%	<b>0.59</b>	4%	4%
Meeting staff	92%	<b>0.95</b>	4%	3%
Social activities	82%	<b>0.94</b>	2%	3%
Study sense	81%	<b>0.84</b>	-2%	-1%
Info on learning Danish	88%	<b>0.95</b>	N/A	<b>7%</b>

\*Independent samples t-test, HEI versus ISB, significant differences ( $p \leq 0.05$ ) are highlighted in blue

\*\*Arrival elements asked to students who arrived in the past 4 months

## Arrival satisfaction – wave on wave comparison

Average	Elements	Summer 2008	Summer 2011	First Wave vs Summer 2011
77%	Meeting staff	62%	92%	30%
67%	Accommodation Office	52%	82%	29%
79%	Home friends	66%	92%	26%
70%	Study sense	59%	81%	22%
72%	First night	65%	80%	15%
79%	Local Orientation	71%	86%	15%
83%	Registration	76%	91%	15%
54%	Host friends	47%	61%	14%
70%	Welcome	63%	76%	13%
89%	Other friends	86%	91%	5%
82%	Formal welcome	81%	84%	3%
78%	Internet access	77%	80%	3%
81%	Social activities	80%	82%	3%
85%	HEI Orientation	84%	86%	1%
60%	Bank account	59%	60%	1%

# Additional Information

## Arrival satisfaction – wave on wave comparison

Average	Elements	Summer 2008	Summer 2011
67%	Accommodation Office	52%	82%
60%	Bank account	59%	60%
79%	Home friends	66%	92%
70%	Welcome	63%	76%
79%	Local Orientation	71%	86%
54%	Host friends	47%	61%
72%	First night	65%	80%
82%	Formal welcome	81%	84%
81%	Social activities	80%	82%
85%	HEI Orientation	84%	86%
83%	Registration	76%	91%
70%	Study sense	59%	81%
89%	Other friends	86%	91%
77%	Meeting staff	62%	92%
78%	Internet access	77%	80%

## Learning satisfaction – wave on wave comparison

Average	Elements	Summer 2008	Summer 2011
82%	<b>Assessment</b>	81%	82%
51%	<b>Careers advice</b>	51%	52%
87%	<b>Course content</b>	85%	89%
69%	<b>Employability</b>	71%	67%
93%	<b>Expert lecturers</b>	92%	93%
83%	<b>Good teachers</b>	81%	85%
84%	<b>Language support</b>	80%	89%
89%	<b>Learning spaces</b>	84%	93%
85%	<b>Learning support</b>	84%	87%
86%	<b>Multicultural</b>	81%	90%
73%	<b>Performance feedback</b>	70%	76%
84%	<b>Research</b>	82%	85%
48%	<b>Work experience</b>	45%	51%

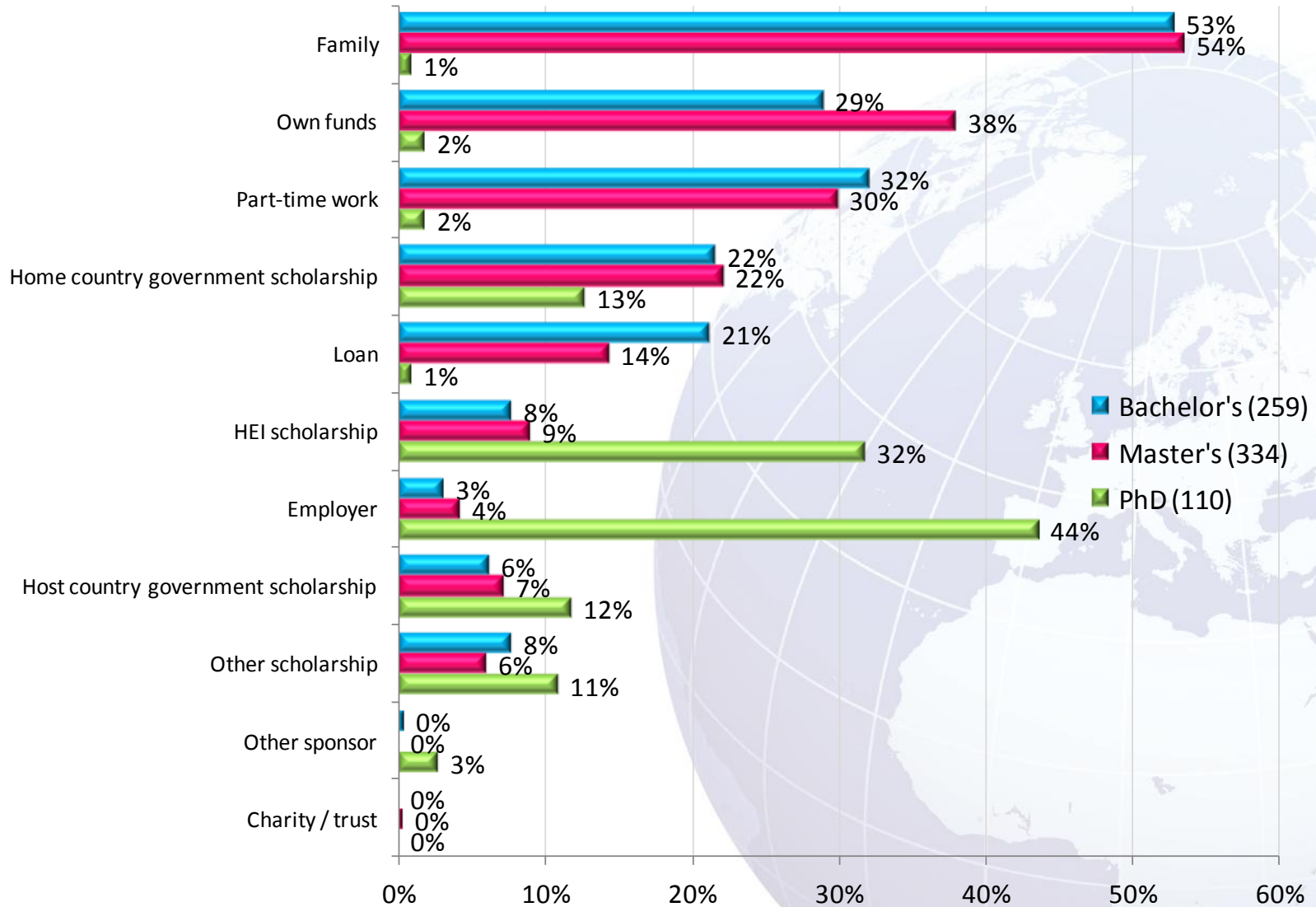
## Living satisfaction – wave on wave comparison

Average	Elements	Summer 2008	Summer 2011
61%	Accommodation cost	63%	58%
85%	Accommodation quality	87%	84%
49%	Earning money	60%	39%
50%	Financial support	52%	47%
74%	Good contacts	72%	76%
91%	Good place to be	93%	90%
83%	Host culture	83%	82%
58%	Host friends	59%	57%
87%	Internet access	93%	81%
43%	Living cost	43%	42%
92%	Other friends	90%	93%
89%	Safety	92%	86%
81%	Social activities	81%	82%
84%	Social facilities	85%	82%
75%	Sport facilities	76%	74%
77%	Transport links	80%	73%
77%	Visa advice	78%	75%
76%	Worship facilities	84%	68%
87%	Home friends	88%	87%

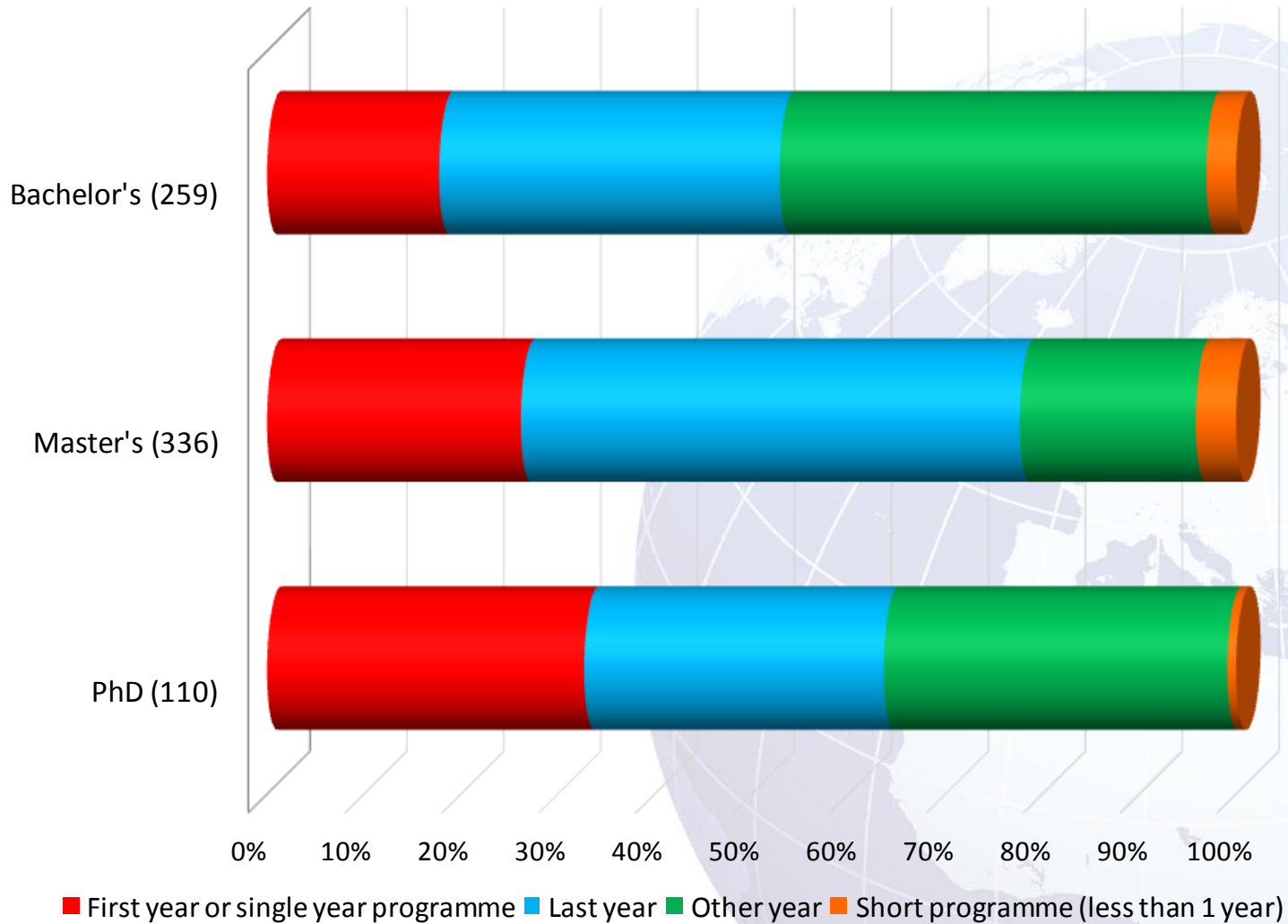
## Support satisfaction – wave on wave comparison

Average	Elements	Summer 2008	Summer 2011
78%	Accommodation Office	78%	79%
77%	Careers Service	83%	70%
82%	Catering	84%	80%
94%	Clubs/societies	97%	91%
85%	Counselling	81%	89%
86%	Accounts/Finance Dept.	86%	85%
94%	International Office	95%	92%
89%	IT Support	90%	87%
82%	Student Advisory	79%	85%
93%	Students' Union	92%	95%

# How are you funding your studies?

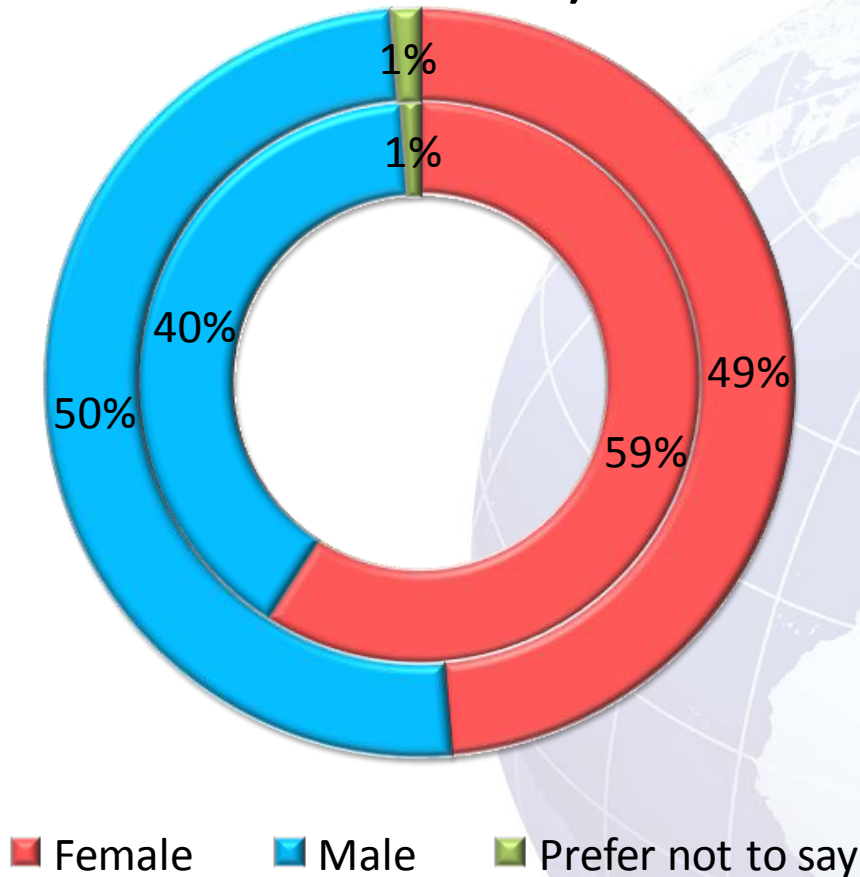


## Where are you in your course of study?



## Are you male or female?

**Aarhus Uni (763, inner circle) vs Denmark (5452, outer circle)**



## Stat-testing

- 🌍 Independent samples t-test
  - 🌍 Compares two different means to see if they are significantly different from each other
  - 🌍 E.g. Comparing the mean of your HEI against the overall ISB mean
  - 🌍 If your HEI is significantly different than the ISB mean it is highlighted in blue
- 