

Student Satisfaction Survey 2014

Professionshøjskolen Metropol - Professionshøjskoler samlet

December 2014

Professionshøjskolen Metropol
Global Nutrition and Health uk

Response rate: 65% (125/192)



Introduction

| | |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contents | <ol style="list-style-type: none">1. Introduction, Conclusion and Data overview2. Student Satisfaction, Programme Outcomes and Loyalty3. Overall focus areas and priority map: prioritising future work4. Specific questions under each action area (Programme Management, The Teaching, Social environment, Physical environment, Equipment & Materials and Placement/Internship)5. Own Effort, Image/Relevance and Usefulness of the Degree and Examinations and Tests6. IT-indicator (if the school has chosen these questions) and specific questions for the institution7. Background results (these results are only included in the school report)8. Appendix |
| About the survey | <p>This report describes Student Satisfaction, Programme Outcomes and Loyalty for the students at Global Nutrition and Health uk, and indicates where work on development will be most effective.</p> <p>A total of 192 students received a questionnaire, and 125 of these chose to respond. Global Nutrition and Health uk has thereby obtained a response rate of 65%.</p> |
| Purpose | <p>The overall objectives of this report are to support Global Nutrition and Health uk in:</p> <ul style="list-style-type: none">• Ensuring that resources are used efficiently at the school.• Ensuring that the courses are of satisfactory quality.• Creating decentralised dialogue and learning across areas of the institution regarding ongoing improvement work. |
| A dialogue tool | <p>The analyses contained in the report help the educational institution to discuss issues relating to:</p> <ul style="list-style-type: none">• Early warning: "Do we have a problem?"• Identifying changes in the students' experiences: "Are we doing the right thing?"• Identifying the areas that mean something to the students' Student Satisfaction, Programme Outcomes and Loyalty: "How can we progress?"• Evaluating improvement initiatives: "Did we do this right?" |
| Basis for data | <p>Data was collected in autumn 2014. A total of 20341 students at university colleges took part in the survey, distributed across eight institutions.</p> |
| Results of the report | <p>The report contains the following results, each of which offers different answers:</p> <ul style="list-style-type: none">• The overall results for the year. What is the status?• Comparison with the results from last year (if possible). Have we improved?• Comparison with other results. Do we stand out from the average?• Results for the courses at this institution. What are the results from one course to the next? |
| Project management | <p>Ennova was responsible for the analysis, reporting and (in the case of certain educational institutions) data collection.</p> <p>We hope that you enjoy this process!</p> |

Basis for data

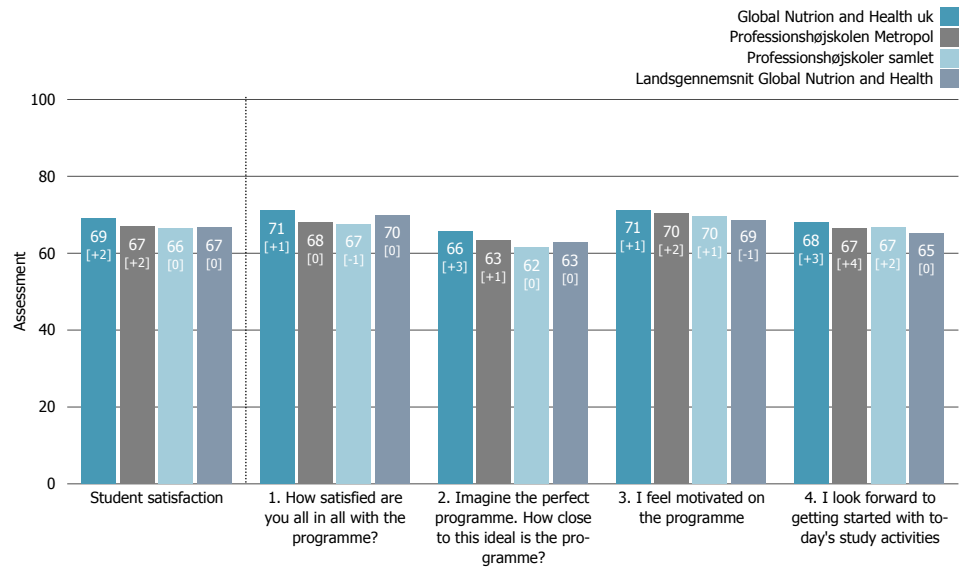
| | Responses | Respondents | Response rate |
|-----------------------------------------------------------------------|-------------|-------------|---------------|
| Professionshøjskolen Metropol | 2915 | 9452 | 31% |
| Administrationsbachelor | 94 | 416 | 23% |
| Administrationsøkonom | 43 | 192 | 22% |
| Bioanalytikeruddannelsen | 141 | 423 | 33% |
| Ergoterapeutuddannelsen | 147 | 349 | 42% |
| Ernæring og Sundhed | 267 | 724 | 37% |
| Fysioterapeutuddannelsen | 182 | 703 | 26% |
| Global Nutrition and Health uk | 125 | 192 | 65% |
| Jordemoder | 120 | 213 | 56% |
| Katastrofe- og risikomanagement | 91 | 218 | 42% |
| Laborant | 64 | 351 | 18% |
| Læreruddannelsen | 463 | 1136 | 41% |
| PBA i lab-, fødevarer og procesteknologi | 7 | 28 | 25% |
| Procesteknolog | 27 | 80 | 34% |
| Radiograf | 98 | 261 | 38% |
| Socialrådgiveruddannelsen | 352 | 1495 | 24% |
| Sygeplejerskeuddannelsen | 694 | 2671 | 26% |
| Global Nutrition and Health for Professionshøjskolen Metropol | | | |
| Grundforløb (modul 1-4) | 51 | 54 | 94% |
| Specialiseringslinje: Lifestyle and Health Education | 39 | 72 | 54% |
| Specialiseringslinje: Public Health Nutrition and Food Policy | 35 | 66 | 53% |
| Global Nutrition and Health for other educational institutions | | | |
| VIA University College | 62 | 123 | 50% |



Student satisfaction

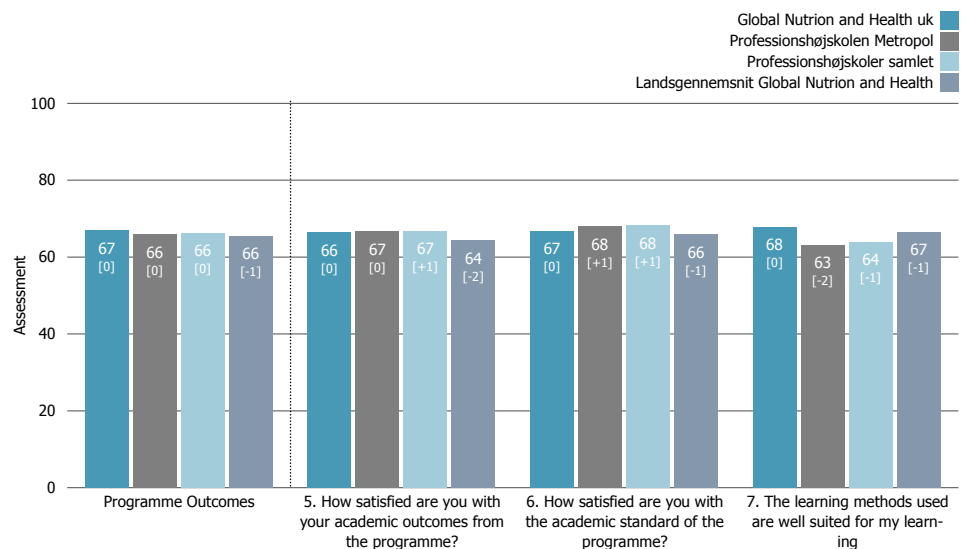
Student Satisfaction is an expression of how well the students are thriving on their course, how they rate the course in comparison with an ideal course and their motivation in regard to their course.

[] = Development in relation to the schools previous survey. If this is less than +/- 1, it is expressed as [0].



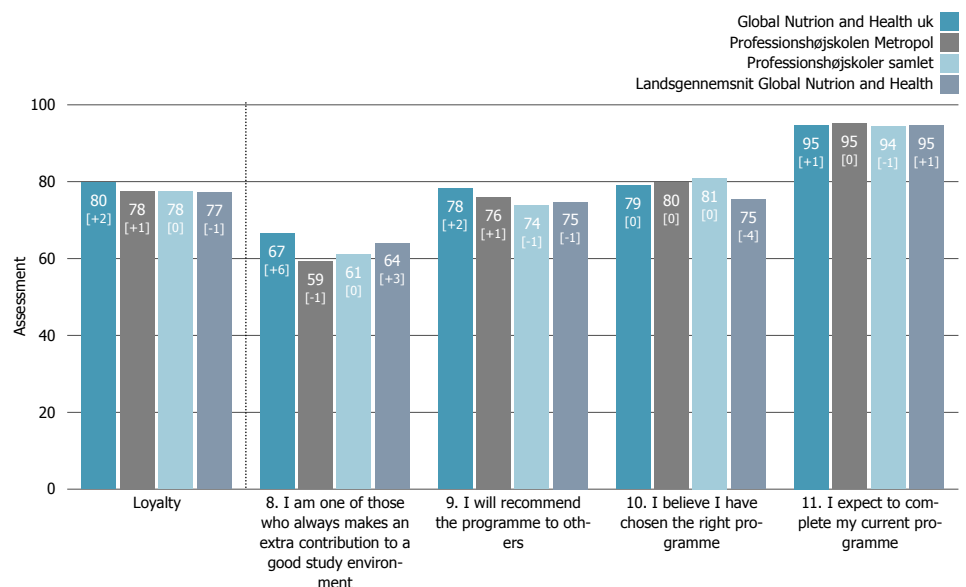
Programme Outcomes

Programme Outcomes is an expression of how satisfied the students are with their programme outcomes, the standard of the course and whether the types of training provided are good.



Loyalty

Loyalty is expressed through the students' selection and recommendation of the course, along with whether they expect to complete the course. Loyalty is also an expression of whether the students contribute to a good study environment.

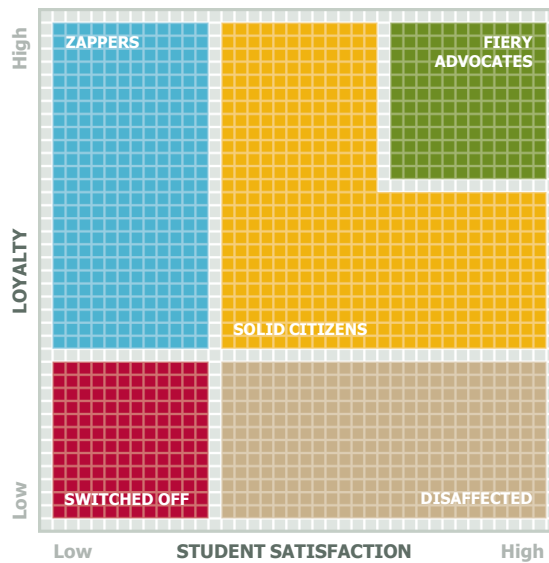




Segmentation

This chart shows how the students can be divided into types based on the interplay between their Student Satisfaction and their Loyalty.

The chart at the bottom of this page shows the specific composition of the students at Global Nutrition and Health uk.



ZAPPERS
Zappers express a low level of Student Satisfaction and medium-to-high Loyalty. Despite their low Student Satisfaction, any decision or consideration regarding leaving the course/school is typically based on the considerable personal expenses that may be involved in switching courses and/or schools.

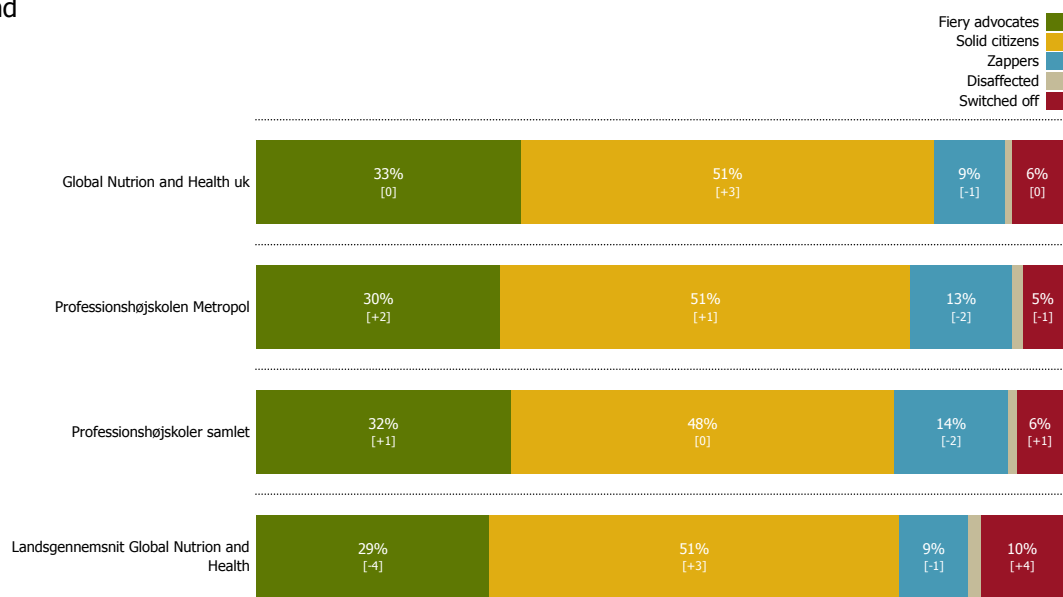
DISAFFECTED
Disaffected students are very critical and not frightened by the thought of switching courses/schools if a substantially better option arises.

SWITCHED OFF
Switched off students generally have low Student Satisfaction and are doubtful about their choice of course and study location.

FIERY ADVOCATES
Fiery advocates have a high level of Student Satisfaction and a high level of Loyalty. Their extremely positive attitude means that they contribute positively to the activity of the school, and induces them to recommend the school and course to friends and acquaintances.

SOLID CITIZENS
Solid citizens have a positive attitude to the school and the course and a medium-to-high level of Student Satisfaction and Loyalty. Like fiery advocates, they contribute positively to the activity of the school.

Distribution of studenttypes in Global Nutrition and Health uk.

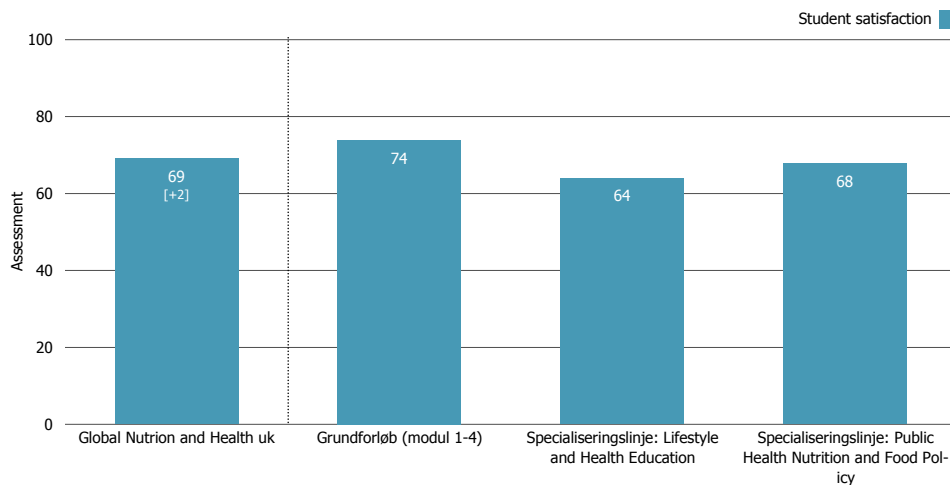




Student satisfaction

This chart shows the level of Satisfaction & Motivation for classes/semesters subordinate to Global Nutrition and Health uk.

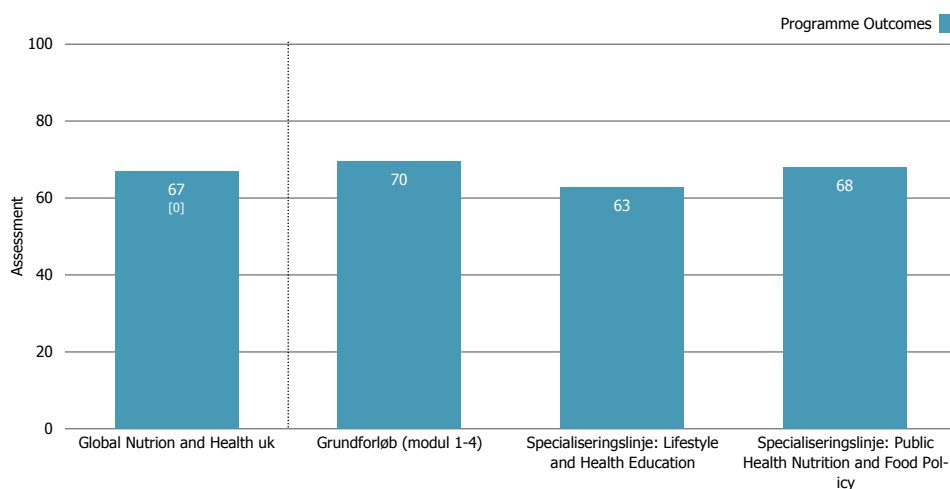
This gives you the opportunity to compare your classes/semesters subordinate to Global Nutrition and Health uk.



Programme Outcomes

This chart shows the levels of Programmes outcomes for classes/semesters subordinate to Global Nutrition and Health uk.

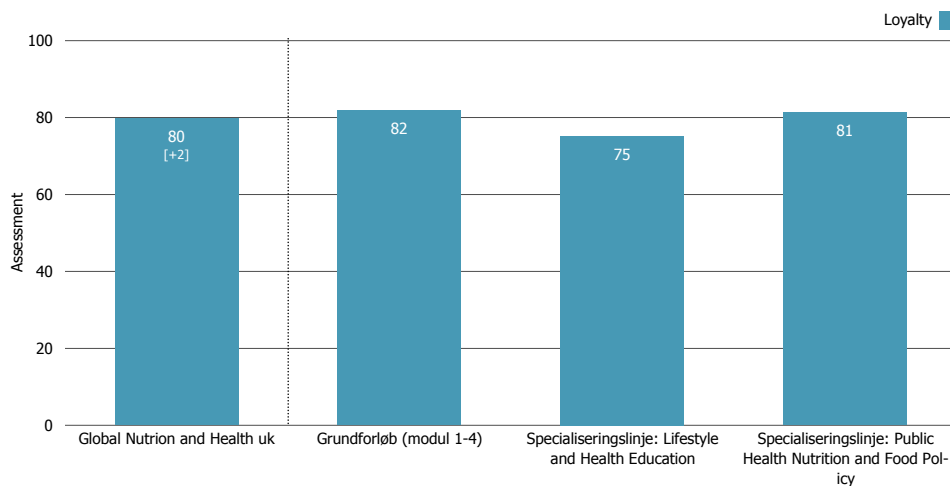
This gives you the opportunity to compare your classes/semesters subordinate to Global Nutrition and Health uk.



Loyalty

This chart shows the levels of Loyalty for classes/semesters subordinate to Global Nutrition and Health uk.

This gives you the opportunity to compare your classes/semesters subordinate to Global Nutrition and Health uk.



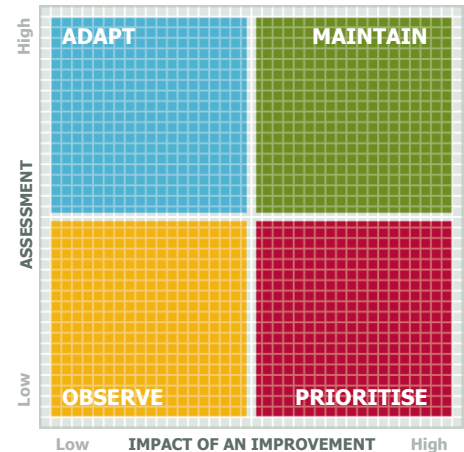
How can Student Satisfaction & Loyalty be improved?

The priority maps point the way

So far, the report has shown the Student Satisfaction, Programme Outcomes and Loyalty of students in Global Nutrition and Health uk.

The following pages will help identify the areas that, when improved, will have the greatest impact on the students' Satisfaction & Loyalty.

The priority maps in the rest of the report show the areas that will offer the greatest benefits when prioritised in order to improve Student Satisfaction & Loyalty. Merely looking at the ratings for each area is not enough, though. It is also necessary to compare the rating with the impact that the individual areas have on the students' Satisfaction & Loyalty



How to interpret the priority maps

PRIORITISE action areas



High importance + Low rating:

Action areas in this field of the priority map should be improved, since their low rating does not correspond to the high importance to which students attribute these areas. Improving an area will have a great effect on overall Student Satisfaction & Loyalty.

MAINTAIN strengths



High importance + High rating:

These areas are highly rated. Since their importance on Student Satisfaction & Loyalty is also high, focus should remain on these areas. At a minimum, the rating for these areas should be maintained, but any improvement will have a great effect on Student Satisfaction & Loyalty because of the area's importance.

ADAPT opportunities



Low importance + High rating:

Ratings are relatively high in this area, but it is not particularly important to Student Satisfaction and Loyalty. In this case, it may be advisable to either reduce the consumption of resources or communicate the high rating better to the students, so that the area becomes more important and thus has a greater impact on their feelings of Student Satisfaction and Loyalty.

OBSERVE weaknesses



Low importance + Low rating:

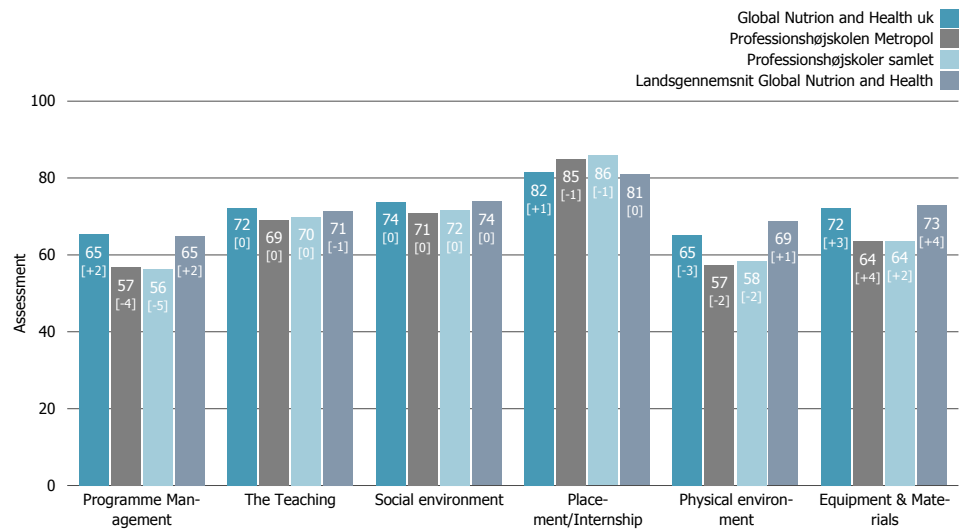
Areas with limited importance and a low rating should only be prioritised if they are expected to become more important to Student Satisfaction and Loyalty in the future. Track developments in this area.

In which areas should action be taken in order to improve Student Satisfaction and Loyalty?



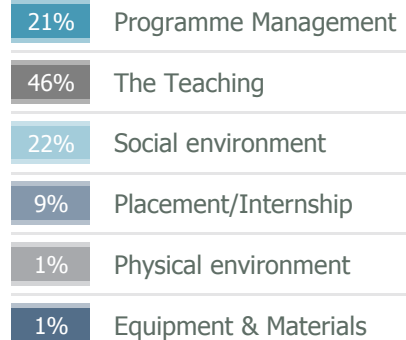
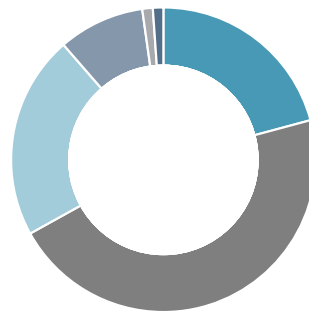
Rating of action areas

The chart indicates how the students rate the six action areas that impact Student Satisfaction and Loyalty.



Impact on Student Satisfaction & Loyalty

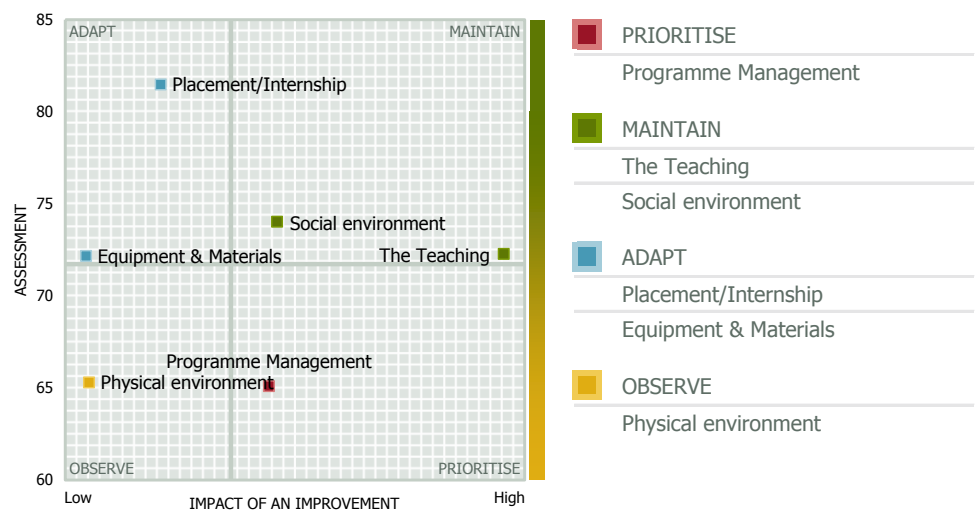
The circle diagram shows the areas that, when changes are made, have the greatest impact on students' Satisfaction & Loyalty.



Overall priority map

The overall priority map shows the student' rating of the action areas in combination with the impact that an improvement will have on students' Satisfaction & Loyalty.

When selecting action areas, the priority maps indicate where improvements are needed. In other words, the priority map is a tool and not a specific list of answers.





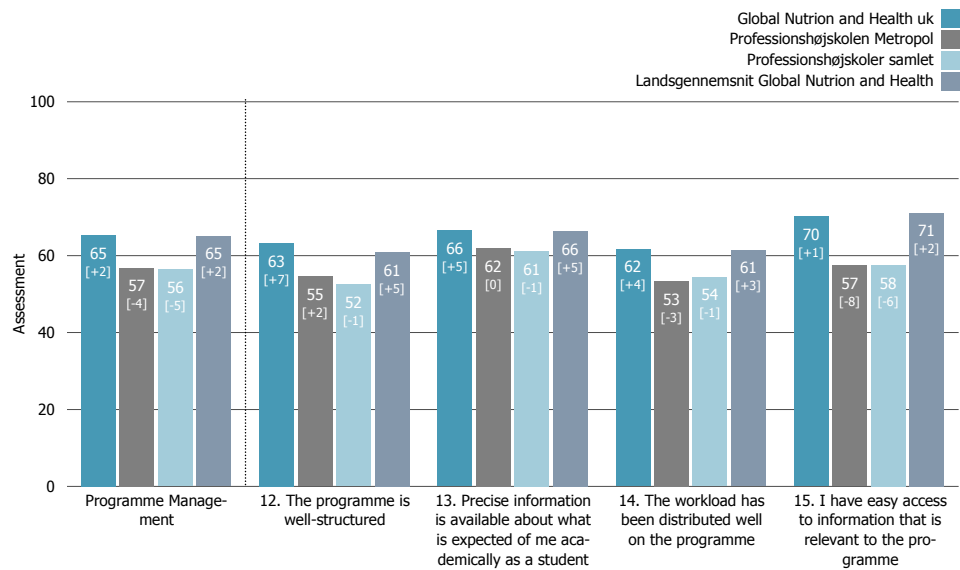
Going through the six action areas

The six action areas are the ones that you can actively work on in order to improve overall Student Satisfaction & Loyalty. On the following pages, we go through each action area separately. We provide an assessment of each question that was posed in order to evaluate the situation. The priority scheme on the following pages applies only to the individual condition. In order to know the condition's position in the overall priority map, look at the top right-hand corner of the page, where we have specified where you are in the map and what you should therefore do.

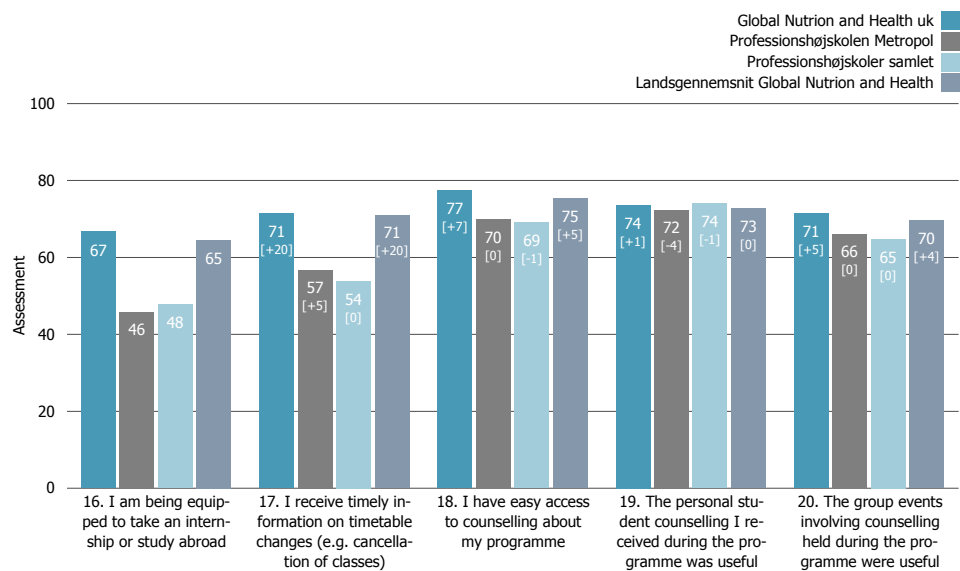
Programme Management

This chart shows your students' assessment of the specific conditions under 'Programme Management'.

The questions in the top chart make up the overall results for the area Programme Management.



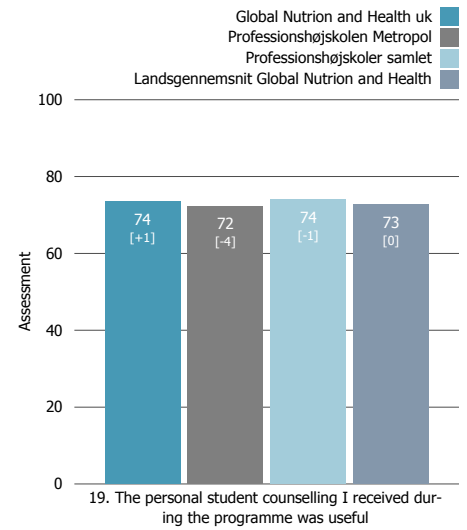
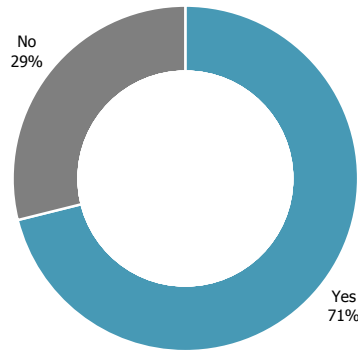
The remaining questions go into more depth in order to understand the perception of Programme Management within Global Nutrition and Health uk.





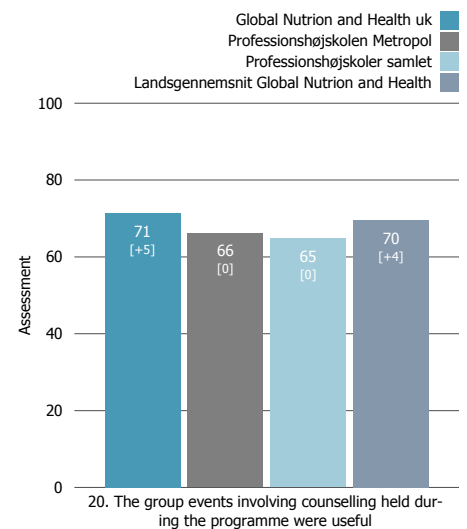
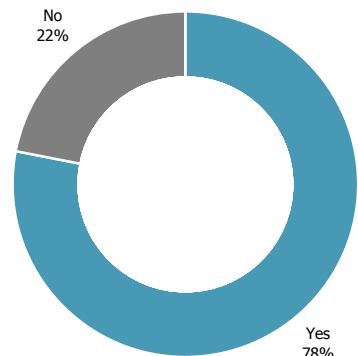
I have received personal student counselling during the programme

The chart on the right indicates the distribution of students in regard to the above questions. Only those students who answered "Yes" were asked the question on the far right.



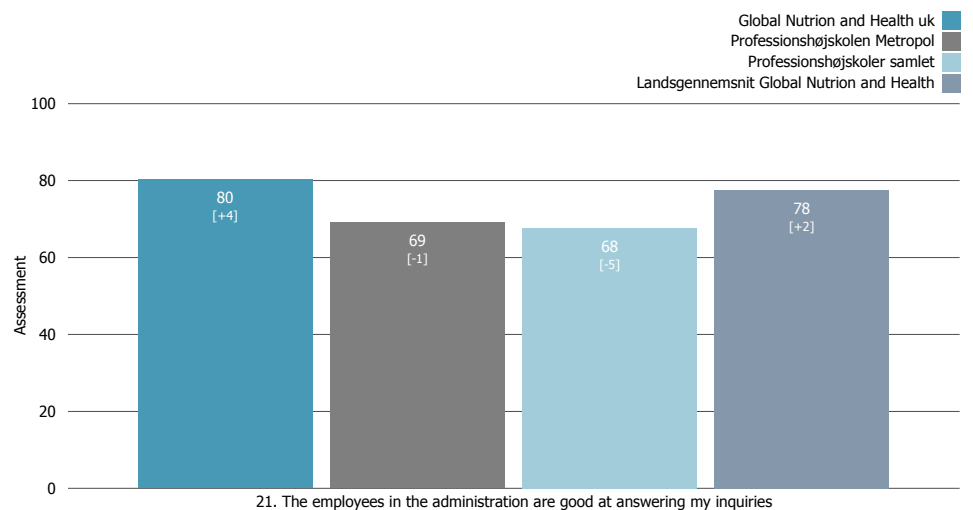
During the programme, I have participated in general events involving counselling (e.g. about work placements/internships, study techniques, elective modules and examinations)

The chart on the right indicates the distribution of students in regard to the above questions. Only those students who answered "Yes" were asked the question on the far right.



The Study administration

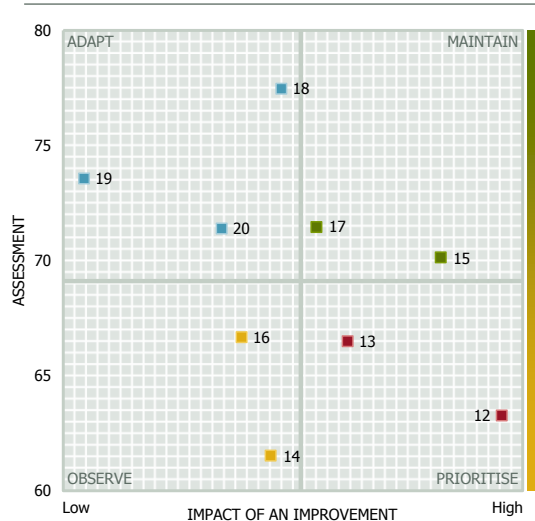
The chart on the right shows the results for The Study administration. These question are optional, why they are not part of the model.





Priority map for Programme Management

The priority map shows the students' rating of the specific conditions regarding Programme Management and the impact of an improvement on the students' overall rating of Programme Management for Global Nutrition and Health uk.



PRIORITISE

- 12. The programme is well-structured
- 13. Precise information is available about what is expected of me academically as a student

MAINTAIN

- 15. I have easy access to information that is relevant to the programme
- 17. I receive timely information on timetable changes (e.g. cancellation of classes)

ADAPT

- 18. I have easy access to counselling about my programme
- 19. The personal student counselling I received during the programme was useful
- 20. The group events involving counselling held during the programme were useful

OBSERVE

- 14. The workload has been distributed well on the programme
- 16. I am being equipped to take an internship or study abroad

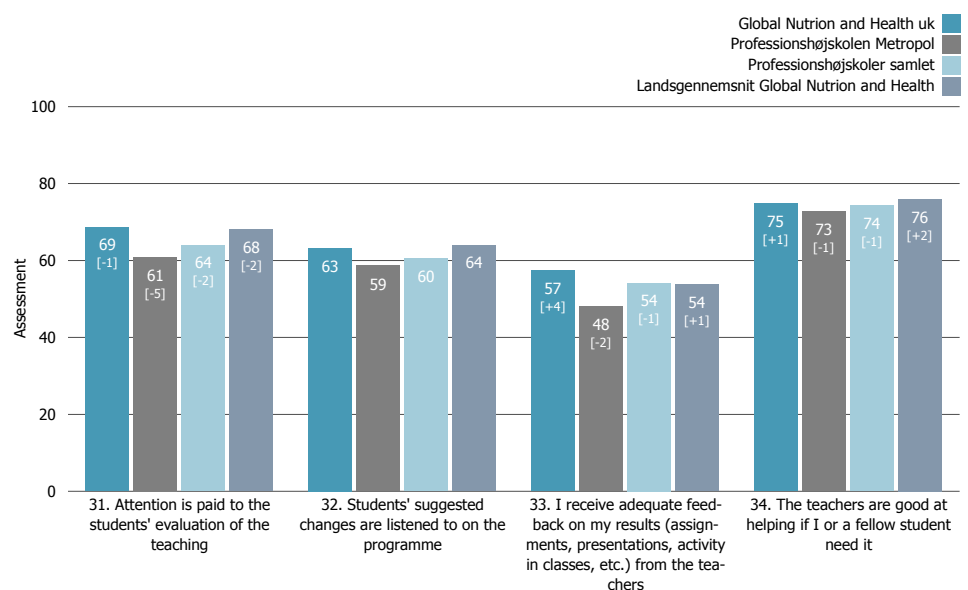
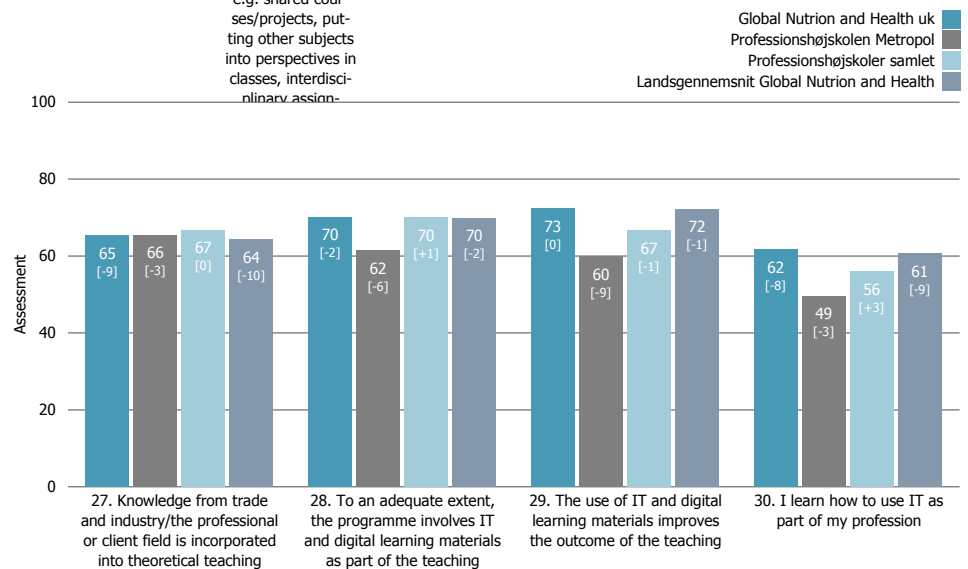
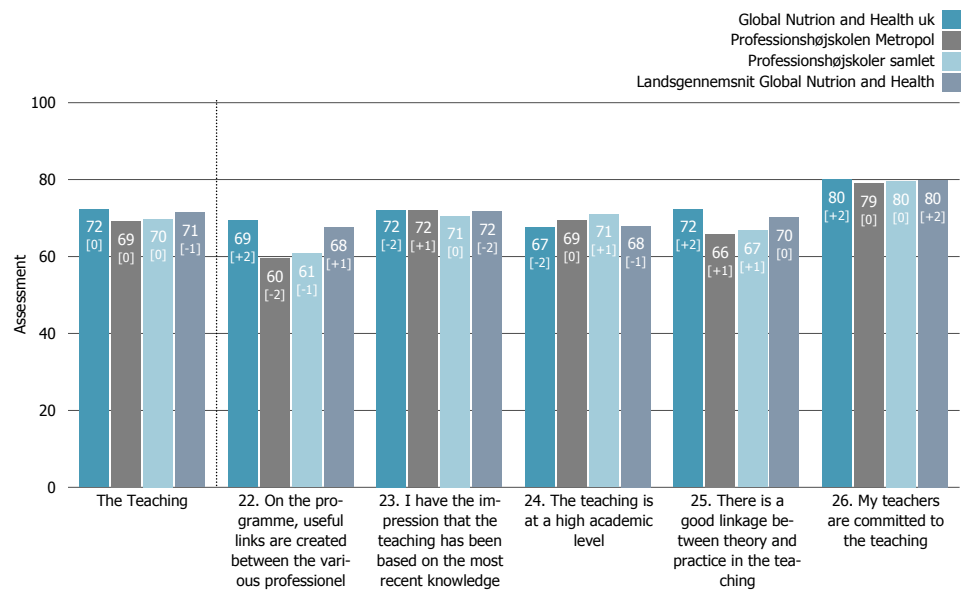


The Teaching

This chart shows your students' assessment of the specific conditions under 'The Teaching'.

The questions in the top chart make up the overall results for the area The Teaching.

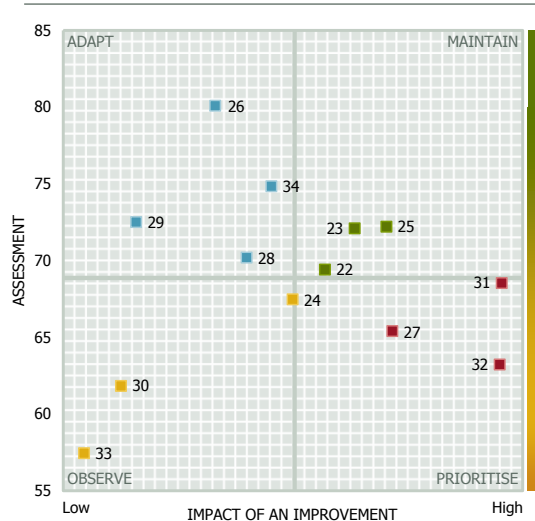
The remaining questions go into more depth in order to understand the perception of The Teaching within Global Nutrition and Health uk.





Priority map for The Teaching

The priority map shows the students' rating of the specific conditions regarding The Teaching and the impact of an improvement on the students' overall rating of The Teaching for Global Nutrition and Health uk.



PRIORITISE

- 27. Knowledge from trade and industry/the professional or client field is incorporated into theoretical teaching
- 31. Attention is paid to the students' evaluation of the teaching
- 32. Students' suggested changes are listened to on the programme

MAINTAIN

- 22. On the programme, useful links are created between the various professional courses (through e.g. shared courses/projects, putting other subjects into perspectives in classes, interdisciplinary assignments, etc.)
- 23. I have the impression that the teaching has been based on the most recent knowledge within the study
- 25. There is a good linkage between theory and practice in the teaching

ADAPT

- 26. My teachers are committed to the teaching
- 28. To an adequate extent, the programme involves IT and digital learning materials as part of the teaching
- 29. The use of IT and digital learning materials improves the outcome of the teaching
- 34. The teachers are good at helping if I or a fellow student need it

OBSERVE

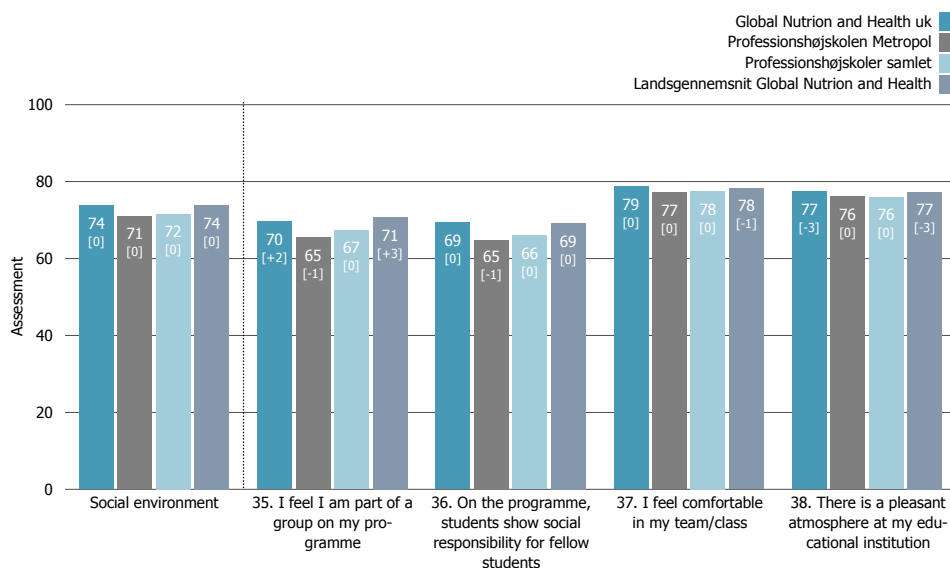
- 24. The teaching is at a high academic level
- 30. I learn how to use IT as part of my profession
- 33. I receive adequate feedback on my results (assignments, presentations, activity in classes, etc.) from the teachers



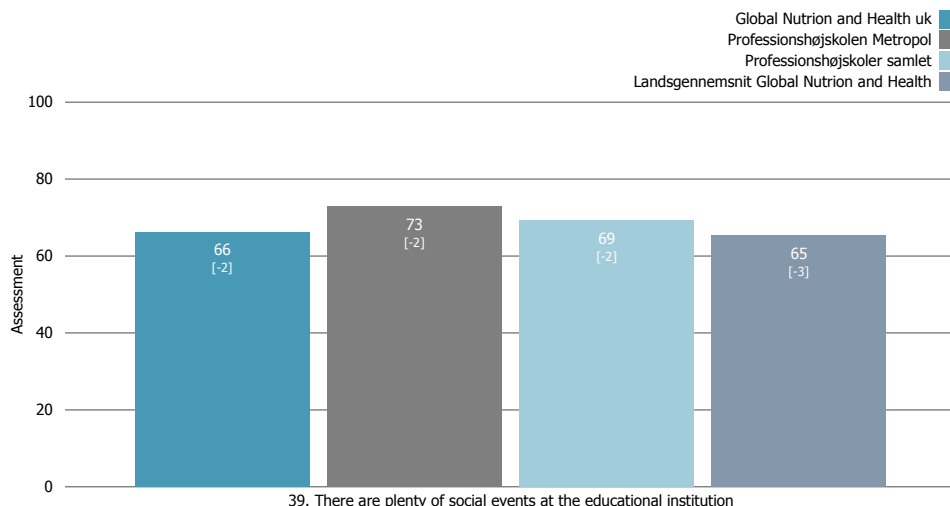
Social environment

This chart shows your students' assessment of the specific conditions under 'Social environment'.

The questions in the top chart make up the overall results for the area Social environment.



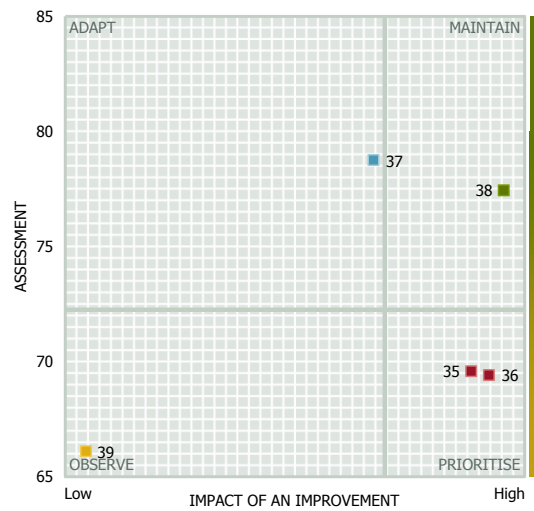
The remaining questions go into more depth in order to understand the perception of Social environment within Global Nutrition and Health uk.





Priority map for Social environment

The priority map shows the students' rating of the specific conditions regarding Social environment and the impact of an improvement on the students' overall rating of Social environment for Global Nutrition and Health uk.



- **PRIORITISE**
 - 35. I feel I am part of a group on my programme
 - 36. On the programme, students show social responsibility for fellow students
- **MAINTAIN**
 - 38. There is a pleasant atmosphere at my educational institution
- **ADAPT**
 - 37. I feel comfortable in my team/class
- **OBSERVE**
 - 39. There are plenty of social events at the educational institution

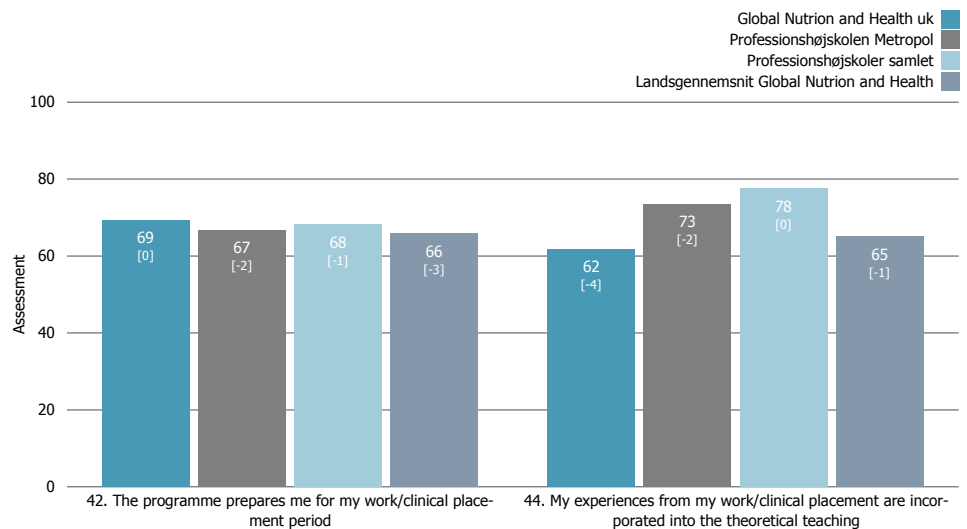
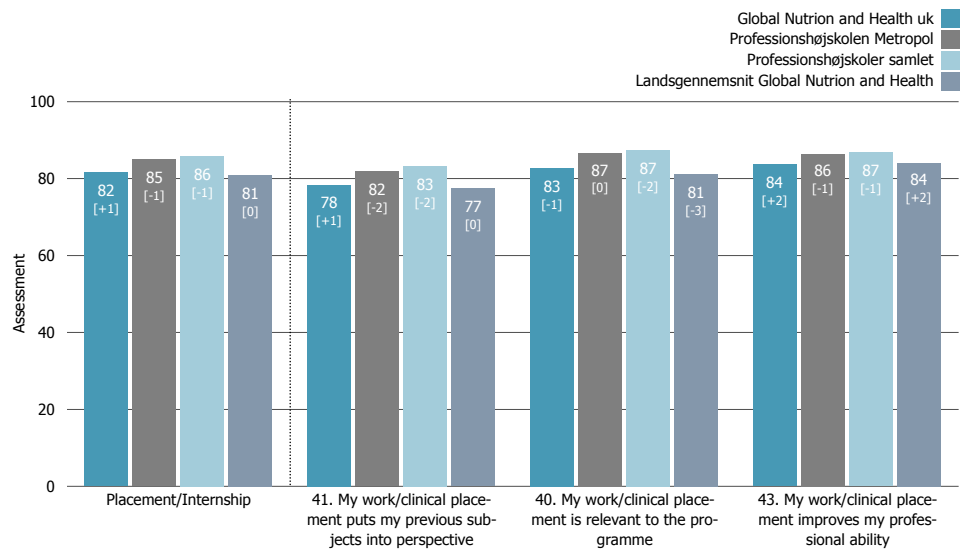
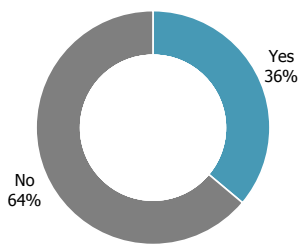


Placement/Internship

This chart shows your students' assessment of the specific conditions under 'Placement/Internship'.

The questions in the top chart make up the overall results for the area Placement/Internship.

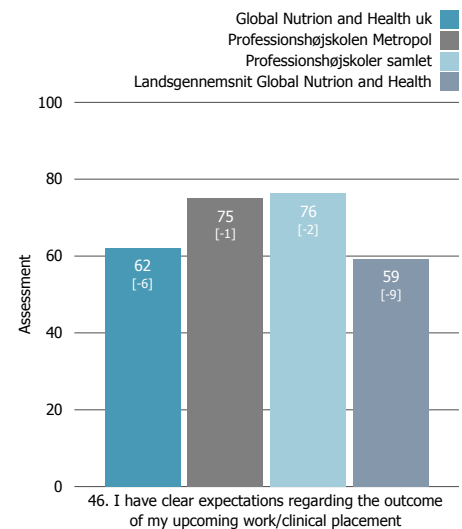
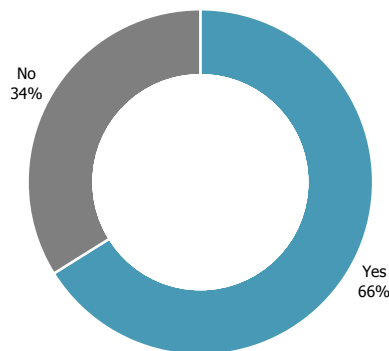
The figure below shows the amount of students, whom have answered, who have been on Internship.



The remaining questions go into more depth in order to understand the perception of Placement/Internship within Global Nutrition and Health uk.

Are you yet to complete a required work/clinical placement on your programme?

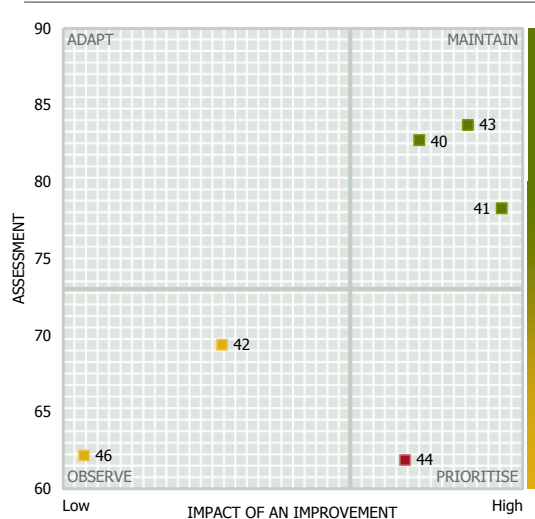
The chart on the right indicates the distribution of students in regard to the above questions. Only those students who answered "Yes" were asked the question on the far right.





Priority map for Placement/Internship

The priority map shows the students' rating of the specific conditions regarding Placement/Internship and the impact of an improvement on the students' overall rating of Placement/Internship for Global Nutrition and Health uk.



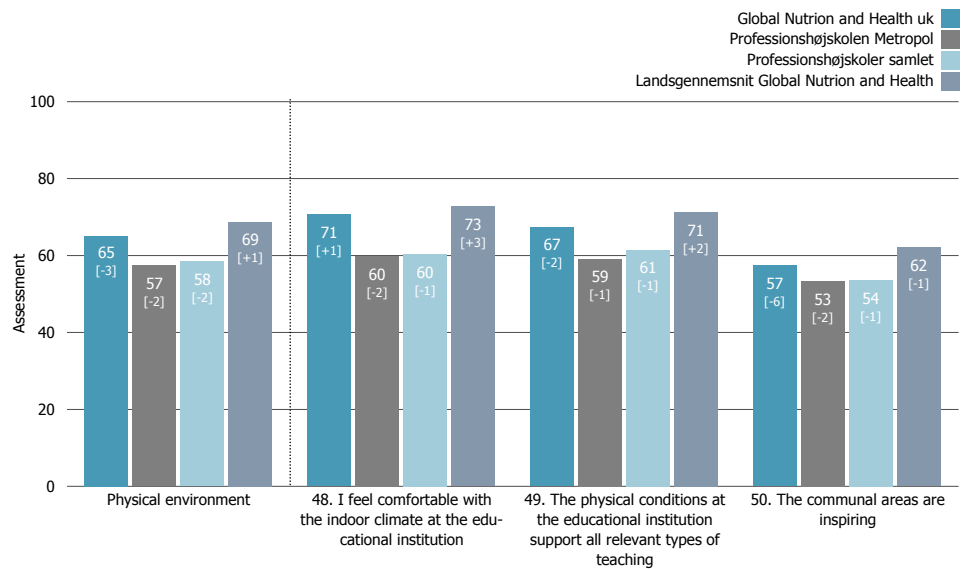
- **PRIORITISE**
 - 44. My experiences from my work/clinical placement are incorporated into the theoretical teaching
- **MAINTAIN**
 - 40. My work/clinical placement is relevant to the programme
 - 43. My work/clinical placement improves my professional ability
 - 41. My work/clinical placement puts my previous subjects into perspective
- **ADAPT**
 - [No items]
- **OBSERVE**
 - 42. The programme prepares me for my work/clinical placement period
 - 46. I have clear expectations regarding the outcome of my upcoming work/clinical placement

Physical environment

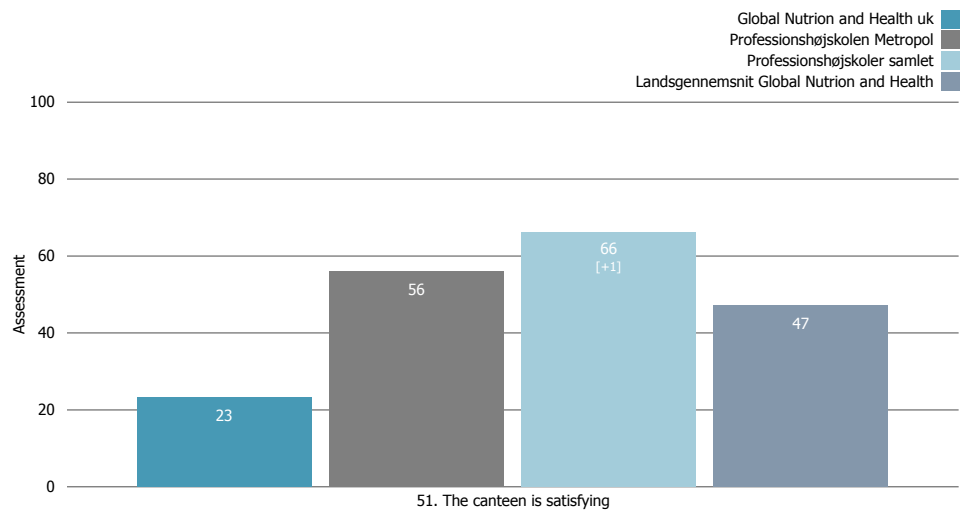
Physical environment

This chart shows your students' assessment of the specific conditions under 'Physical environment'.

The questions in the top chart make up the overall results for the area Physical environment.

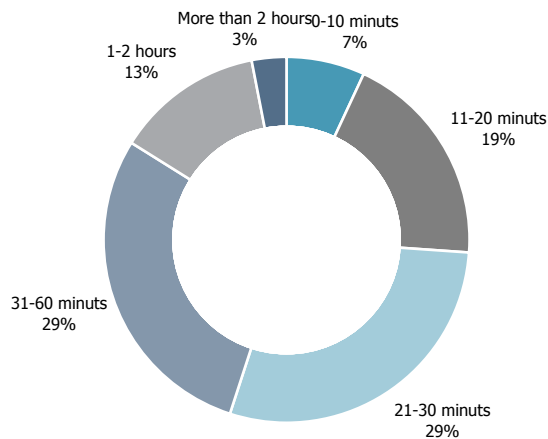


The remaining questions go into more depth in order to understand the perception of Physical environment within Global Nutrition and Health uk.



How much time each day do you spend travelling to and from your educational institution? (NB: not internship)

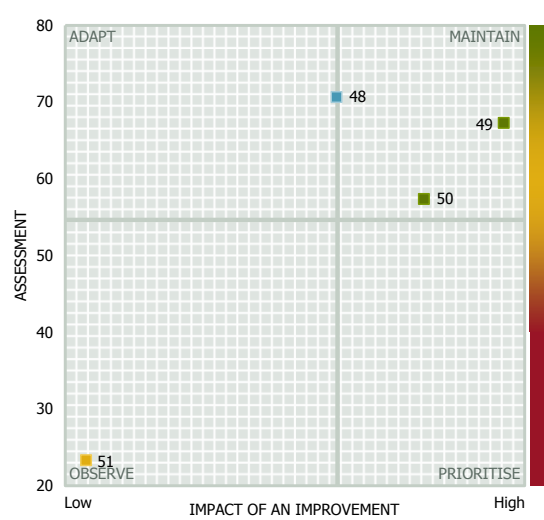
The chart on the right indicates the distribution of students in regard to the above questions.



Physical environment

Priority map for Physical environment

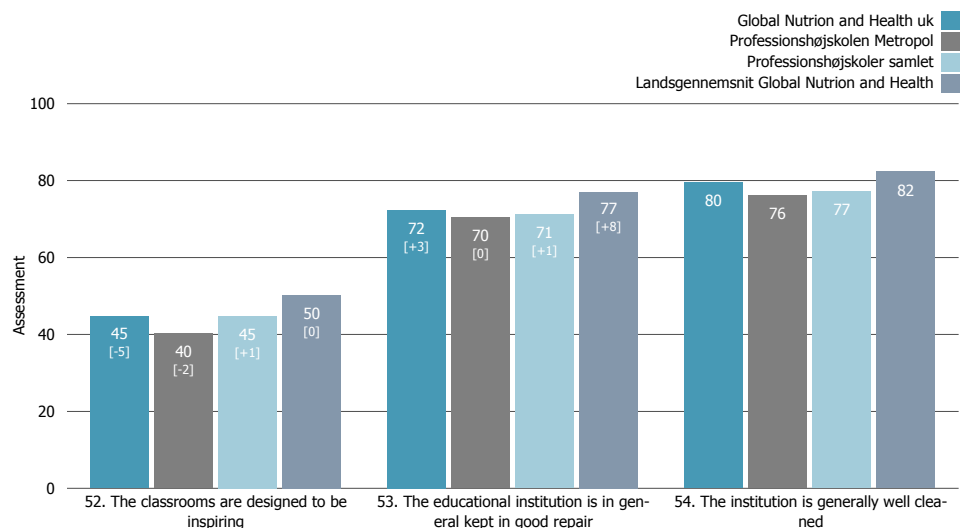
The priority map shows the students' rating of the specific conditions regarding Physical environment and the impact of an improvement on the students' overall rating of Physical environment for Global Nutrition and Health uk.



- **PRIORITISE**
[No items]
- **MAINTAIN**
49. The physical conditions at the educational institution support all relevant types of teaching
50. The communal areas are inspiring
- **ADAPT**
48. I feel comfortable with the indoor climate at the educational institution
- **OBSERVE**
51. The canteen is satisfying

Aesthetic environment

The chart on the right shows the results for Aesthetic environment. These question are optional, why they are not part of the model.

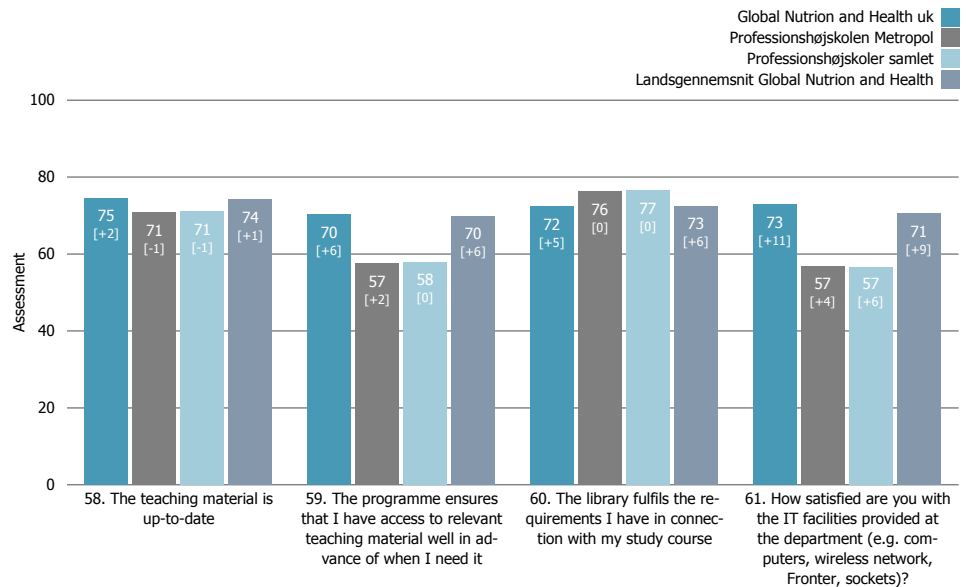
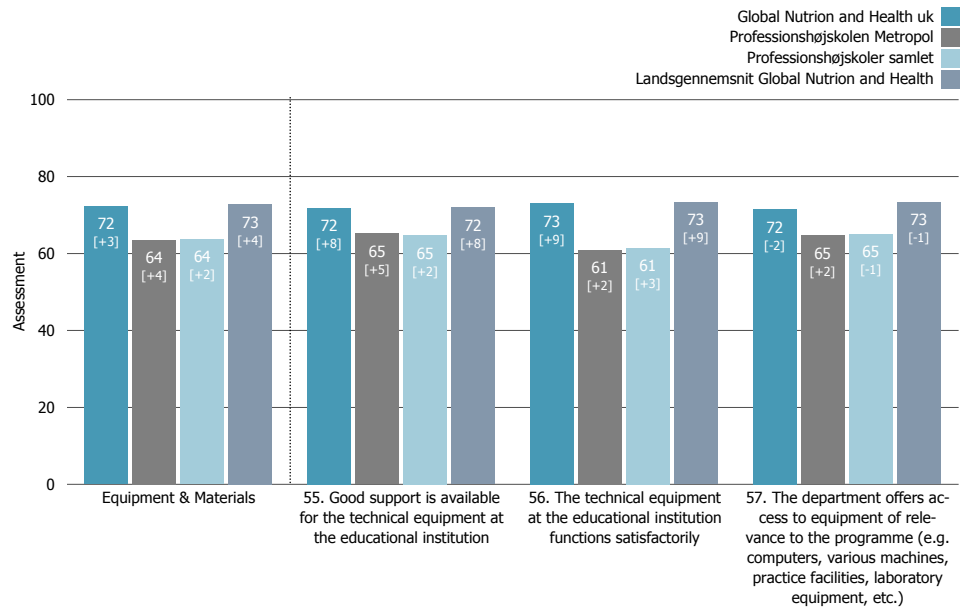


Equipment & Materials

Equipment & Materials

This chart shows your students' assessment of the specific conditions under 'Equipment & Materials'.

The questions in the top chart make up the overall results for the area .

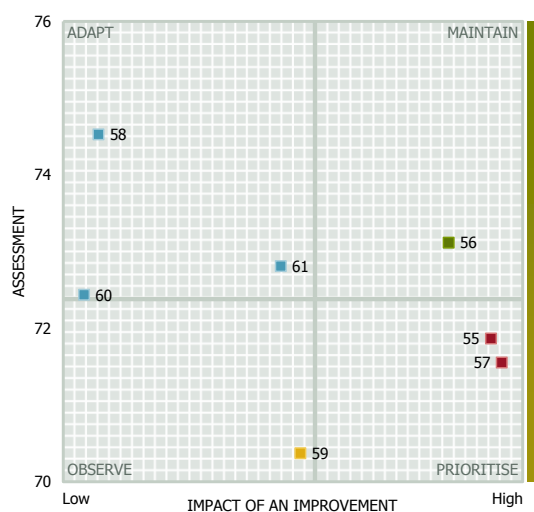


The remaining questions go into more depth in order to understand the perception of Equipment & Materials within Global Nutrition and Health uk.

Equipment & Materials

Priority map for Equipment & Materials

The priority map shows the students' rating of the specific conditions regarding Equipment & Materials and the impact of an improvement on the students' overall rating of Equipment & Materials for Global Nutrition and Health uk.



■ PRIORITYISE

57. The department offers access to equipment of relevance to the programme (e.g. computers, various machines, practice facilities, laboratory equipment, etc.)

55. Good support is available for the technical equipment at the educational institution

■ MAINTAIN

56. The technical equipment at the educational institution functions satisfactorily

■ ADAPT

58. The teaching material is up-to-date

60. The library fulfils the requirements I have in connection with my study course

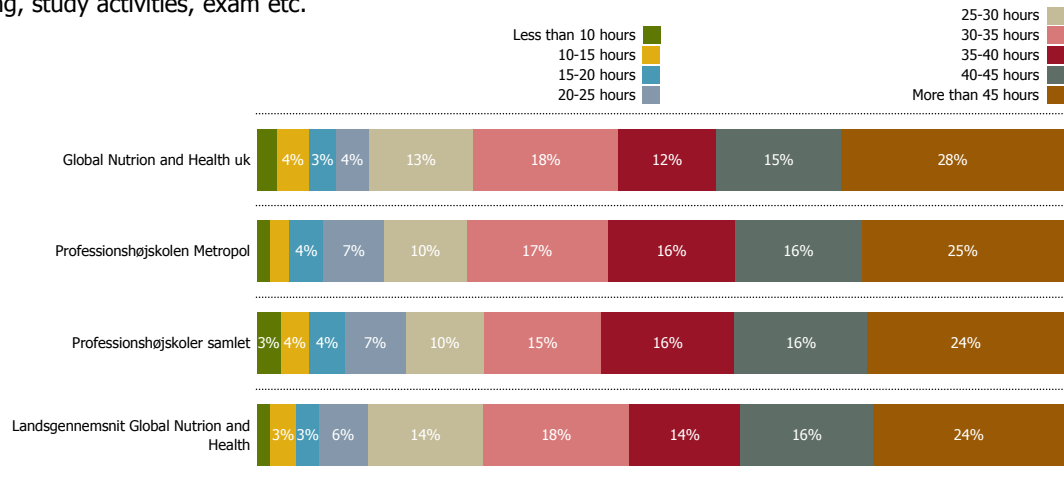
61. How satisfied are you with the IT facilities provided at the department (e.g. computers, wireless network, Fronter, sockets)?

■ OBSERVE

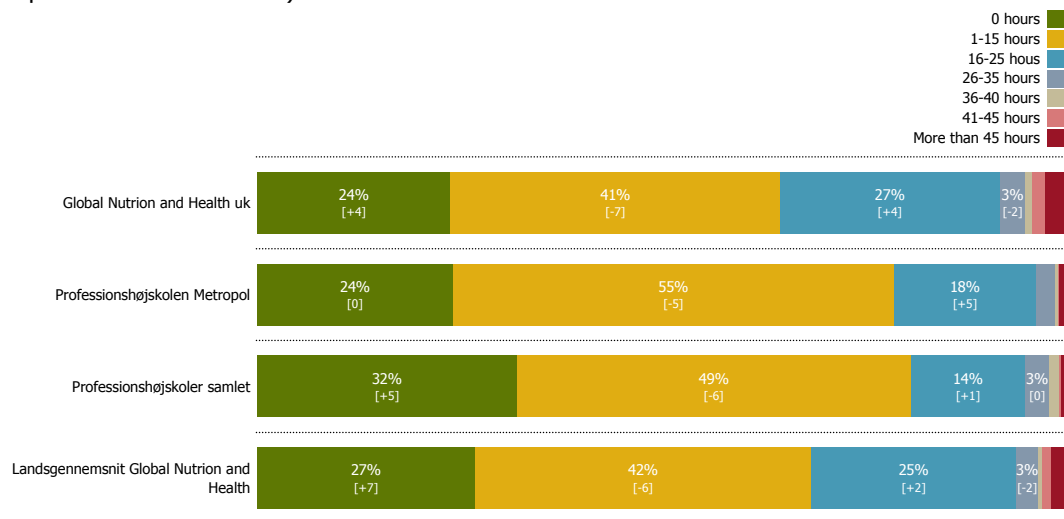
59. The programme ensures that I have access to relevant teaching material well in advance of when I need it

Own Effort

On average, how many hours do you spend per week on:
Preparation, teaching, study activities, exam etc.

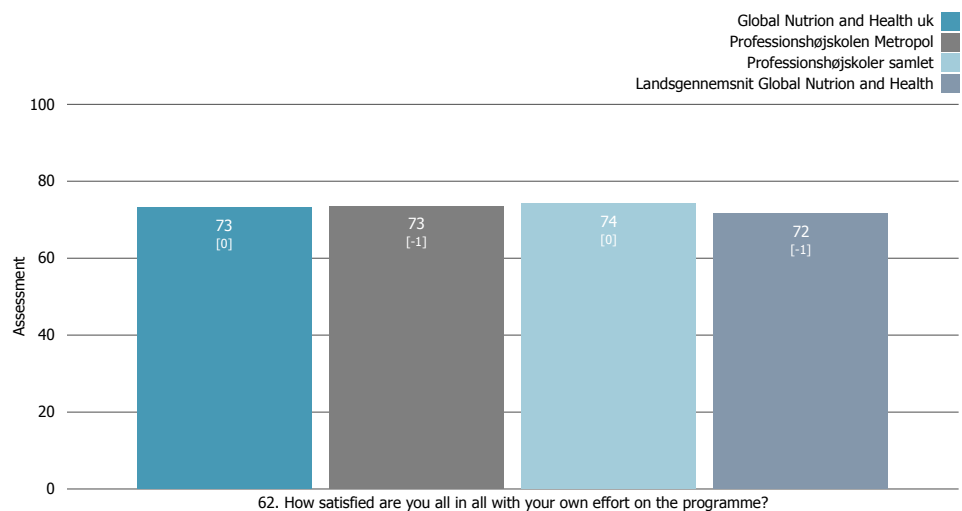


On average, how many hours do you spend per week on:
spare time work (both paid and volunteer work)



Satisfaction with own effort

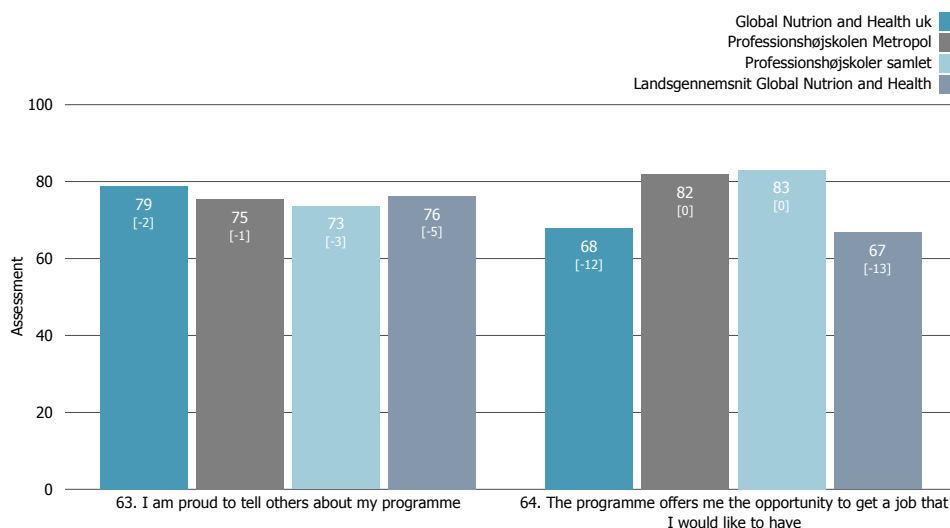
This chart shows your students' assessment of Own effort in Global Nutrition and Health uk.



Image/Relevance and Usefulness of the Degree and Examinations and Tests

Image/Relevance and Usefulness of the Degree and Examinations and Tests

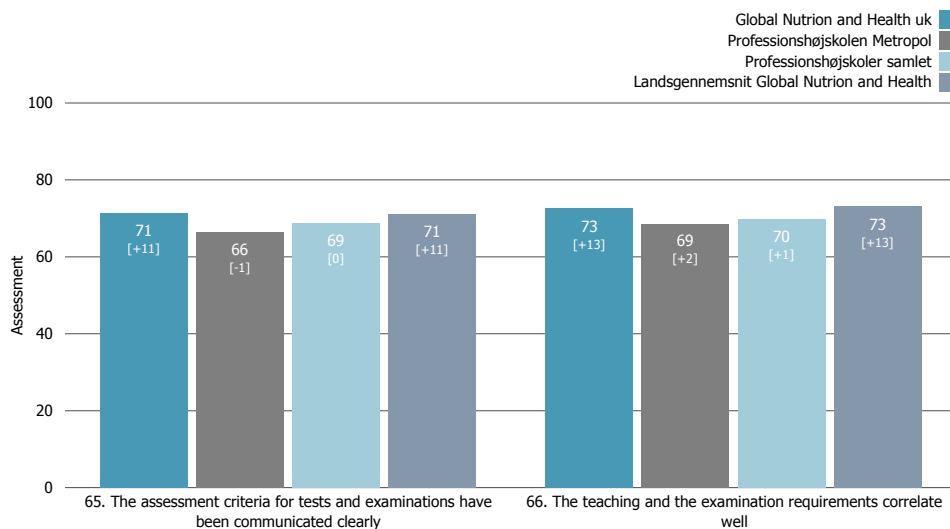
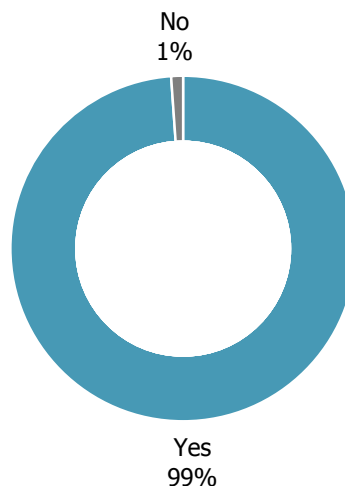
The figure on the right shows the results for Image/Relevance and Usefulness of the Degree.



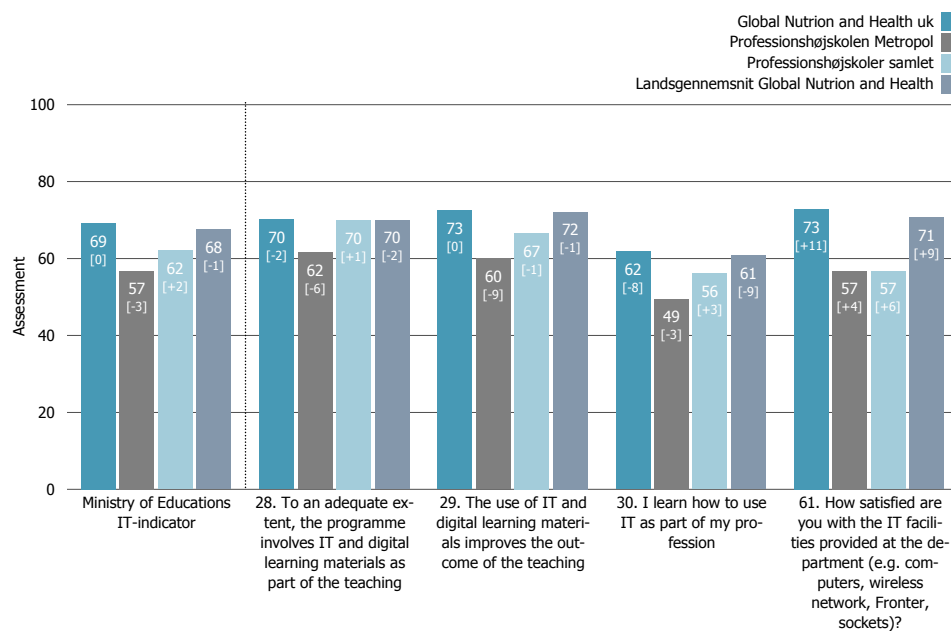
Examinations and Tests

Have you attended examinations or tests during the study?

The chart on the right indicates the number of students who took the exam. Only those students who answered "Yes" to the question about the exam were asked the two questions below.

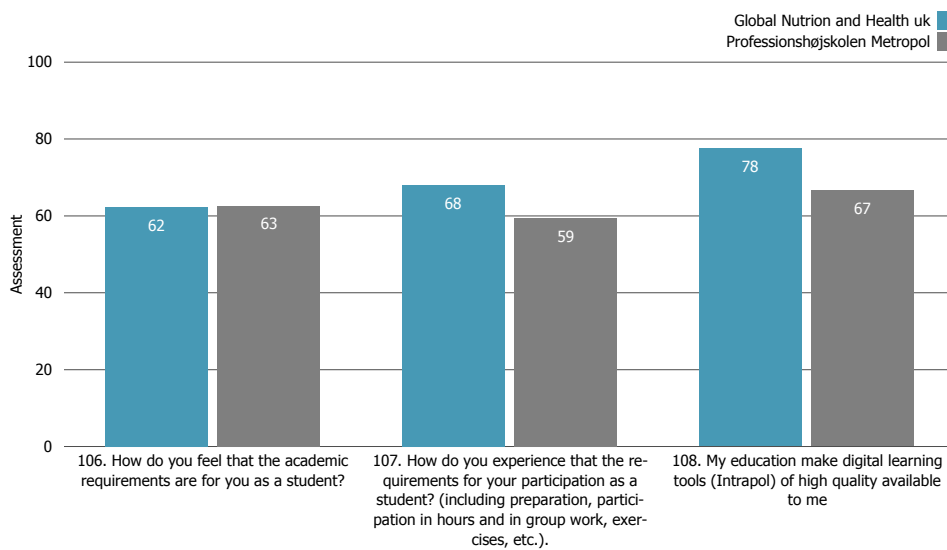


The figure on the right shows the result for the IT indicator from The Ministry of Children and Education



--MISSING TRANSLATION--

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Appendix – on ratings and calculated importance

Survey model

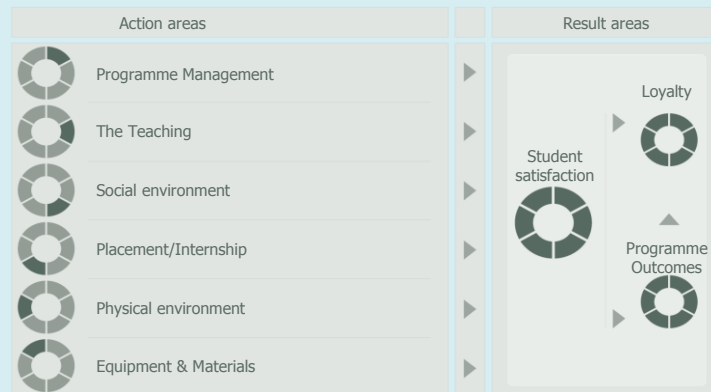
Ennova has developed a survey model specifically for higher education/professional degree courses in business academies and professional colleges. This model guarantees the best possible description of the creation of student satisfaction and loyalty in Denmark's multitude of educational institutions.

The model provides answers to two central questions:

- How good are Student Satisfaction, Programme Outcomes and Loyalty?
- What factors are most important to Student Satisfaction, Programme Outcomes and Loyalty?

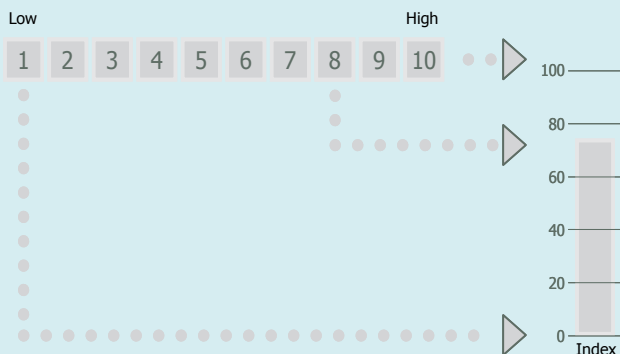
Interpretation of model

The model shows that the first six factors in the model affect Student Satisfaction at the educational institution. This will affect the student's Programme Outcomes, because the happier a person is to be attending the educational institution, the better the course is likely to go for them. This in turn affects whether the student stays on the course, and thus their Loyalty.



Ratings

In the questionnaire, the employees have answered the questions on a scale of 1 to 10, where 1 is the lowest and 10 is the highest rating. The answers have then been transferred to a scale of 0 to 100. If a student has answered 1 to a question, the answer is converted to the score 0. If the answer is 2, it is converted to 11; 3 to 22 and so on.



Importance: Where to start?

This survey measures not only Student Satisfaction, Programme Outcomes and Loyalty, but also how important the individual areas are to the students.

Using statistical calculations, Ennova has surveyed the correlation between each area and the overall Student Satisfaction, Programme Outcomes and Loyalty. If there is a clear correlation between an area and Student Satisfaction, it can be deduced that the area is significant to the student.

The degree of correlation determines the areas in which further work will be most effective in terms of improving the Student Satisfaction of the students. If there is a close correlation between an area and Student Satisfaction, a higher rating within the area will also produce an improved Student Satisfaction. The reverse is also true: if there is a low degree of correlation, a high rating within the area will have little bearing on the students' Satisfaction.

The survey identifies the areas that are most important to the students and have the highest importance for their Student Satisfaction.

- PROGRAMME MANAGEMENT...
- THE TEACHING...
- SOCIAL ENVIRONMENT...
- PLACEMENT/INTERNSHIP...
- PHYSICAL ENVIRONMENT...
- EQUIPMENT & MATERIALS...

Appendix – overall and specific priority maps

| <p>Two types of priority maps</p> | <p>The report uses two types of priority maps: an overall priority map and a number of specific priority maps.</p> | | | | |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Overall priority map</p> | <p>The overall priority map indicates the prioritisation of the six areas: Programme Management, The Teaching, Social environment, Physical environment, Equipment & Materials and Placement/Internship.</p> <p>The map shows how these areas can be identified as action areas, strengths, opportunities or weaknesses in terms of improving the overall Student Satisfaction and Loyalty.</p> <p>Please note: As a rule, the overall priority map should determine which area is assigned the highest priority in the ongoing development work.</p> <p>The specific priority maps are then used to identify the questions that contribute most to the area.</p> | | | | |
| <p>Specific priority maps</p> | <p>The specific priority maps are more detailed and show prioritisation at question level.</p> <p>The specific priority maps thus show how the individual questions under a given area can be categorised as action areas, strengths, opportunities or weaknesses in terms of improving the Satisfaction with the area.</p> | | | | |
| <p>An example</p> | <p>In the example below, resources should primarily be allocated to the improvement of area 2 as this is in the "action area" field, whereas area 1 is in the "opportunities" field.</p> <p>How can you specifically improve area 2? You now need to look at the specific priority map attached to area 2. The most efficient improvement effort will be achieved by focusing on the questions which, on this map, are within the "action area" field (marked by a red square).</p> <div data-bbox="518 1411 1412 1892" style="border: 1px solid #ccc; padding: 10px; margin-top: 20px;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; border: 1px solid #ccc; padding: 5px;">Overall priority map</th> <th style="width: 50%; border: 1px solid #ccc; padding: 5px;">Specific priority maps</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid #ccc; padding: 10px; text-align: center;"> </td> <td style="border: 1px solid #ccc; padding: 10px;"> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;">AREA 1</div> </div> <hr/> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;">AREA 2</div> </div> </td> </tr> </tbody> </table> </div> | Overall priority map | Specific priority maps | | <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;">AREA 1</div> </div> <hr/> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;">AREA 2</div> </div> |
| Overall priority map | Specific priority maps | | | | |
| | <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;">AREA 1</div> </div> <hr/> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;">AREA 2</div> </div> | | | | |

