Study Satisfaction Survey 2017

CphBusiness

Response rate: 55% (2584/4697)

Institution report

ennova®

Introduction

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Contents
1. Introduction, Conclusion and Data overview
2. Student Satisfaction, Programme Outcomes and Loyalty
3. Overall focus areas and priority map: prioritising future work
4. Specific questions under each action area (Programme Management, The Teaching, Social environment and Placement/Internship)
5. Own Effort, Image/Relevance and Usefulness of the Degree and Examinations and Tests
6. Rating of educational environment, IT-indicator and specific questions for the institution
7. Theme questions and background results (results distributed according to demographics)
8. Appendix

About the survey

This report describes Student Satisfaction, Programme Outcomes and Loyalty for the students at CphBusiness, and indicates where work on development will be most effective.

A total of 4697 students received a questionnaire, and 2584 of these chose to respond. CphBusiness has thereby obtained a response rate of 55%.

Purpose

The overall objectives of this report are to support CphBusiness in:

- 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

The analysis contained in the report help the educational institution to discuss issues relating to:

- 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

Data was collected in autumn 2017. A total of 15933 students at business academies took part in the survey distributed across 10 institutions.

Results of the report

The report contains the following results, each of which offers different answers:

- 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

Ennova was responsible for the analysis, reporting and (in the case of certain educational institutions) data collection.
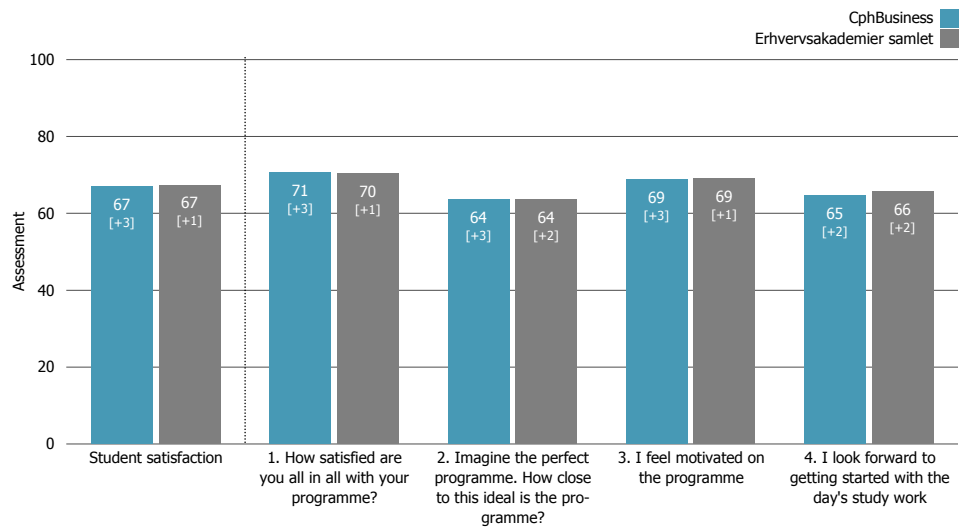
We hope that you enjoy this process!

Basis for data

	Response rate	Respondents	Responses
Erhvervsakademier samlet	**67%**	**23741**	**15933**
CphBusiness	55%	4697	2584
Erhvervsakademi Dania	93%	1380	1285
Erhvervsakademi Midtvest	80%	659	528
Erhvervsakademi Sjælland	62%	2799	1726
Erhvervsakademi Sydvest	82%	1161	952
Erhvervsakademiet Lillebælt	71%	3530	2498
IBA, Erhvervsakademi Kolding	48%	1402	670
KEA - Københavns Erhvervsakademi	61%	3836	2325
UCN	77%	3742	2896
Aarhus Maskinmesterskole	88%	535	469
Units subordinate to CphBusiness			
AK Laborant	89%	82	73
Datamatiker	66%	219	144
Financial controller	65%	139	90
Finansøkonom	65%	761	492
Handelsøkonom AK	51%	77	39
Innovation og entrepreneurship (ob)	62%	117	72
Logistikøkonom AK	35%	118	41
Markedsføringsøkonom	41%	1202	497
Miljøteknolog AK	69%	52	36
Multimediedesigner	71%	136	96
PB i International handel og markedsføring	45%	288	131
PB i International Hospitality Management	83%	75	62
PB i Softwareudvikling	59%	59	35
PB i Sportsmanagement	81%	69	56
PB i Webudvikling	87%	23	20
Professionsbachelor i Finans	65%	393	256
Serviceøkonom	50%	887	444
Locations at CphBusiness			
Laboratorie og miljø (CPH Business)	81%	134	109
Lyngby (CPH Business)	68%	1003	683
Bornholm (CPH Business)	44%	41	18
City (CPH Business)	65%	1133	737
Søerne (CPH Business)	41%	1555	633
Nørrebro (CPH Business)	49%	831	404
Lyngby Merkantil (CPH Business)	69%	566	388
Lyngby IT (CPH Business)	68%	437	295

Student Satisfaction, Programme Outcomes and Loyalty
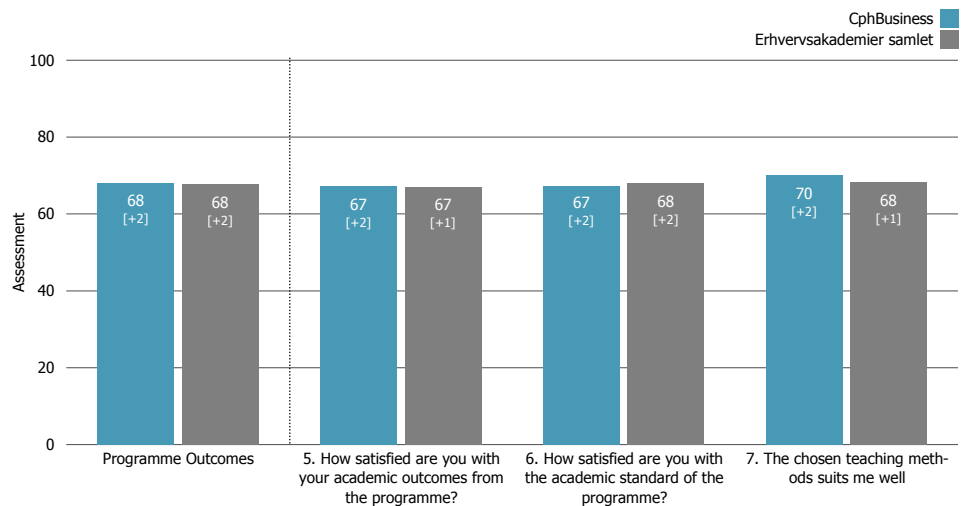
Student satisfaction

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 regarding to their course.

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

CphBusiness ■
Erhvervsakademier samlet ■

Assessment

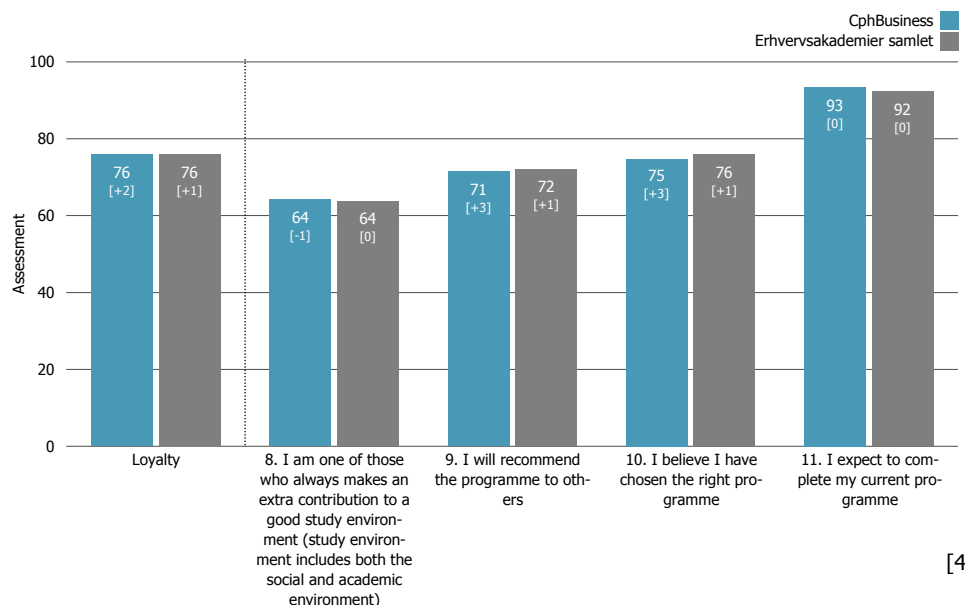| Category	CphBusiness	Erhvervsakademier samlet
Student satisfaction	67 [+3]	67 [+1]
1. How satisfied are you all in all with your programme?	71 [+3]	70 [+1]
2. Imagine the perfect programme. How close to this ideal is the programme?	64 [+3]	64 [+2]
3. I feel motivated on the programme	69 [+3]	69 [+1]
4. I look forward to getting started with the day's study work	65 [+2]	66 [+2]

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 teaching methods provided are good.

CphBusiness ■
Erhvervsakademier samlet ■

Assessment

Category	CphBusiness	Erhvervsakademier samlet
Programme Outcomes	68 [+2]	68 [+2]
5. How satisfied are you with your academic outcomes from the programme?	67 [+2]	67 [+1]
6. How satisfied are you with the academic standard of the programme?	67 [+2]	68 [+2]
7. The chosen teaching methods suits me well	70 [+2]	68 [+1]

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.

CphBusiness ■
Erhvervsakademier samlet ■

Assessment

| Category	CphBusiness	Erhvervsakademier samlet
Loyalty	76 [+2]	76 [+1]
8. I am one of those who always makes an extra contribution to a good study environment (study environment includes both the social and academic environment)	64 [-1]	64 [0]
9. I will recommend the programme to others	71 [+3]	72 [+1]
10. I believe I have chosen the right programme	75 [+3]	76 [+1]
11. I expect to complete my current programme	93 [0]	92 [0]

Segmentation

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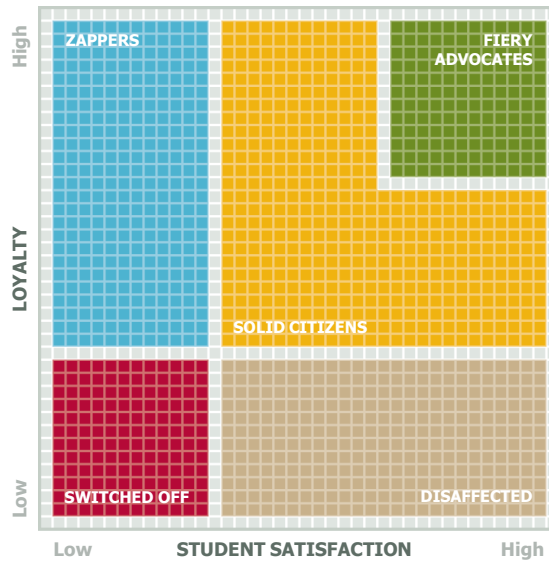
■ ZAPPERS
Zappers express a low level of Student Satisfaction and medium-to-high Loyalty. Despite their low Student Satisfaction, any decision or consideration regarding leaving the course/institution is typically based on the considerable personal expenses that may be involved in switching courses and/or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

■ DISAFFECTED
Disaffected students are very critical and not frightened by the thought of switching courses/institutions 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 institution, and induces them to recommend the institution and course to friends and acquaintances.

■ SOLID CITIZENS
Solid citizens have a positive attitude to the institution 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 institution.

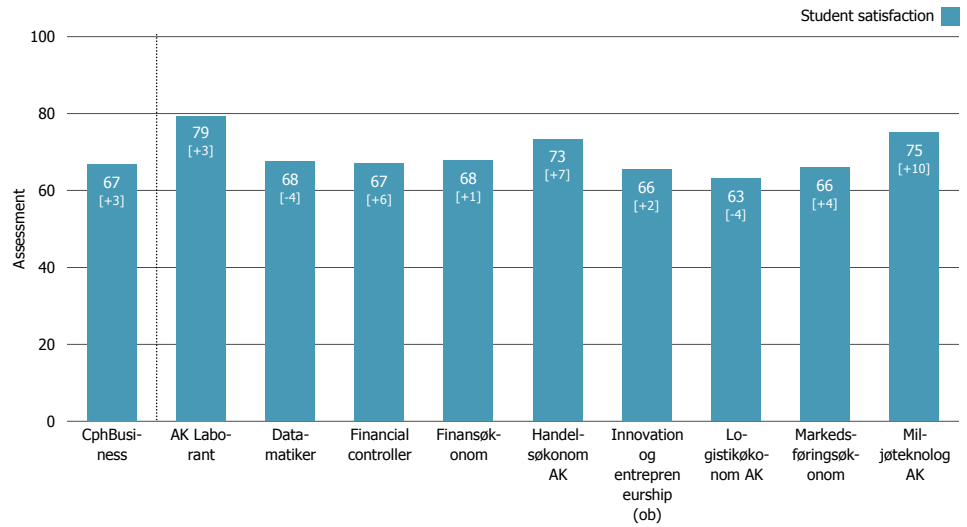Distribution of studenttypes in CphBusiness.

Student satisfaction

This chart shows the level of Satisfaction & Motivation for units subordinate to CphBusiness.
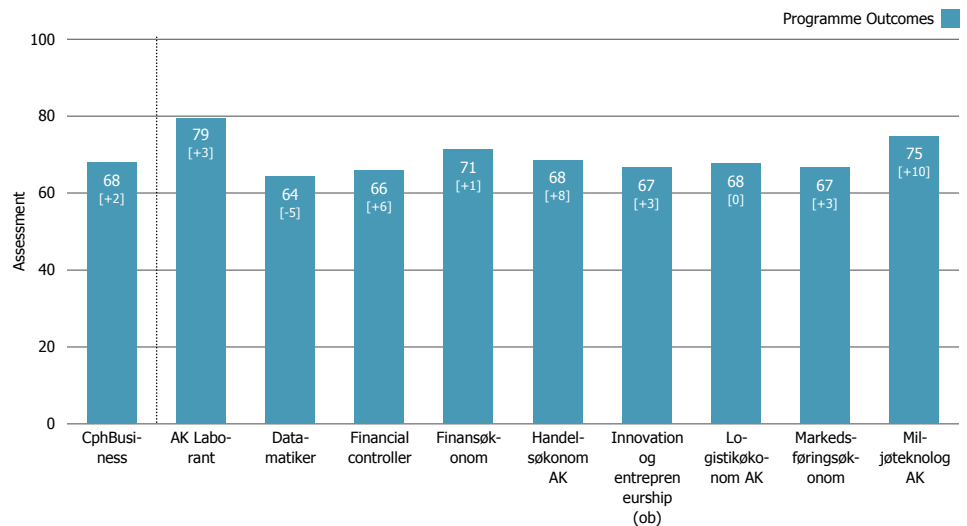
This gives you the opportunity to compare your unit with others within CphBusiness.

Programme Outcomes

This chart shows the levels of Programes outcomes for units subordinate to CphBusiness.
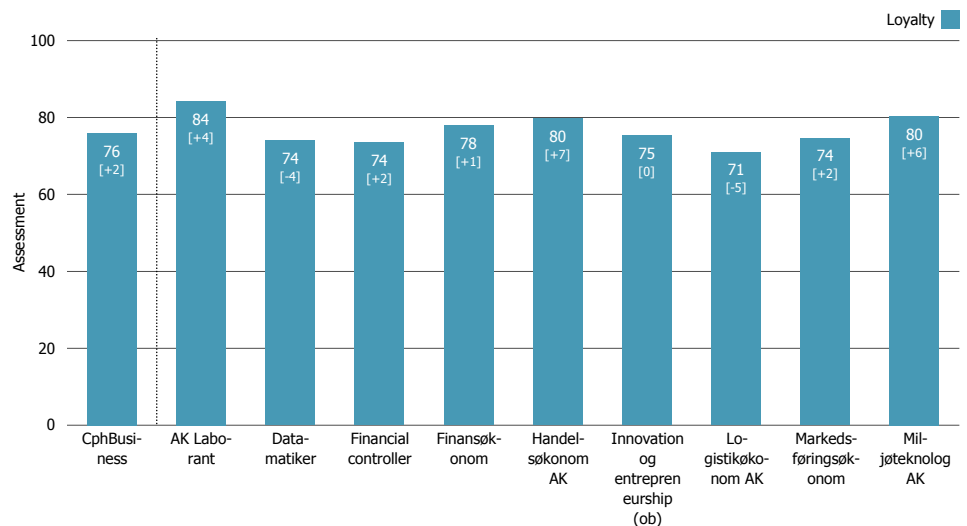
This gives you the opportunity to compare your unit with others within CphBusiness.

Loyalty

This chart shows the levels of Loyalty for units subordinate to CphBusiness.

This gives you the opportunity to compare your unit with others within CphBusiness.
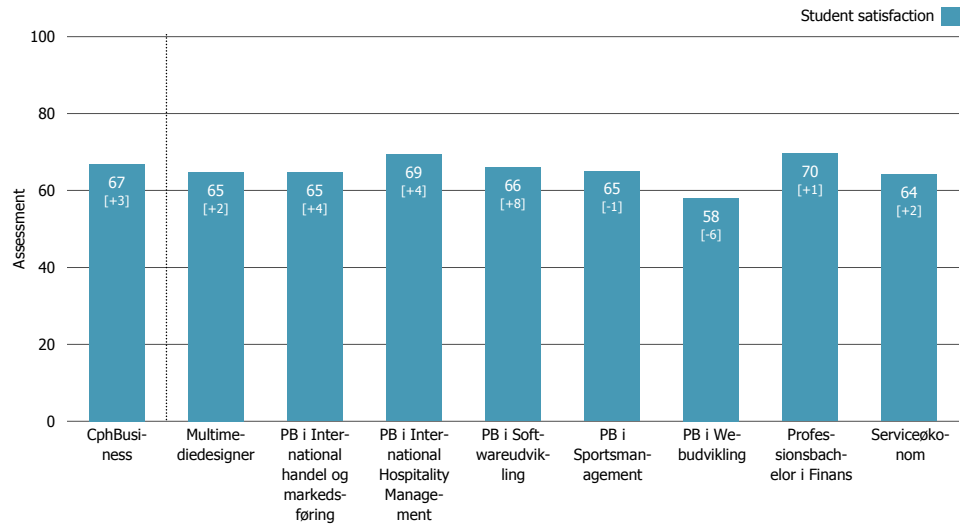
Student satisfaction

This chart shows the level of Satisfaction & Motivation for units subordinate to CphBusiness.
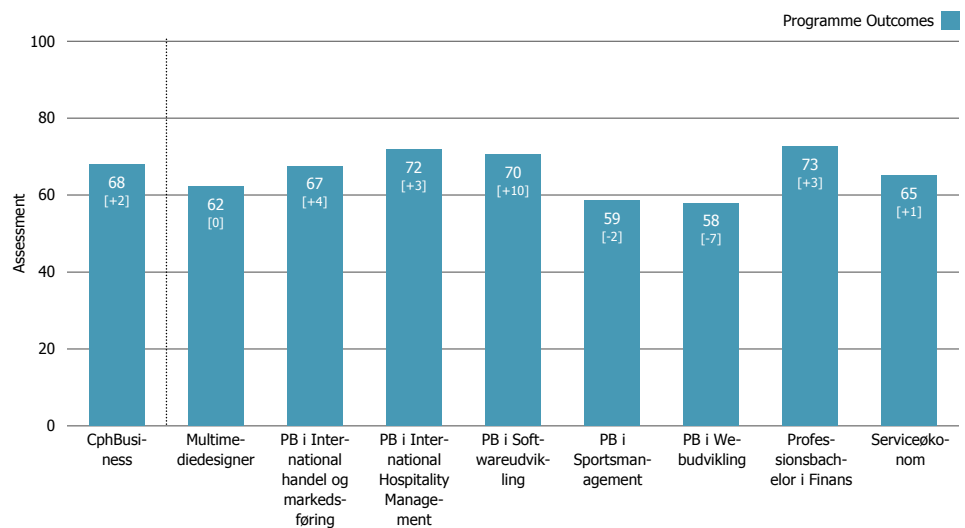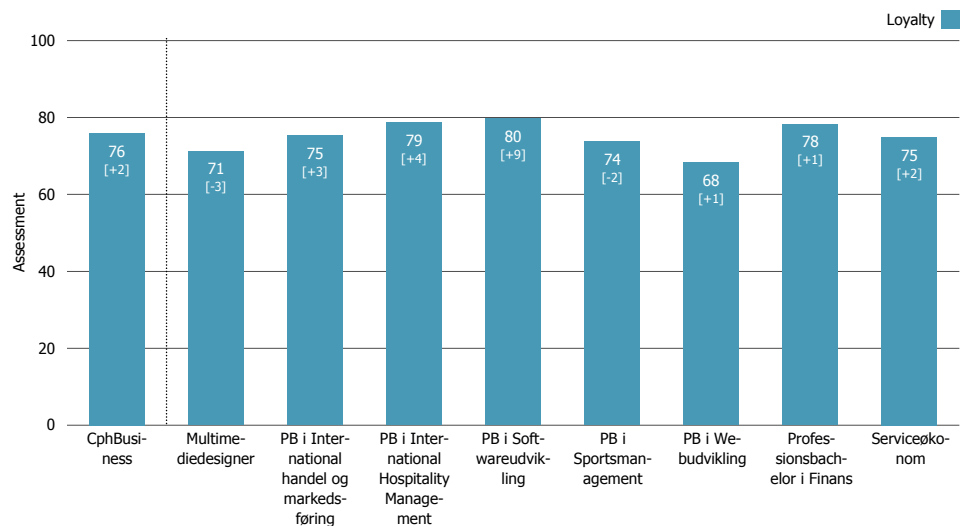
This gives you the opportunity to compare your unit with others within CphBusiness.

Student satisfaction

	CphBusiness	Multimediedesigner	PB i International handel og markedsføring	PB i International Hospitality Management	PB i Softwareudvikling	PB i Sportsmanagement	PB i Webudvikling	Professionsbachelor i Finans	Serviceøkonom
Assessment	67 [+3]	65 [+2]	65 [+4]	69 [+4]	66 [+8]	65 [-1]	58 [-6]	70 [+1]	64 [+2]

Programme Outcomes

This chart shows the levels of Programes outcomes for units subordinate to CphBusiness.

This gives you the opportunity to compare your unit with others within CphBusiness.

Programme Outcomes

	CphBusiness	Multimediedesigner	PB i International handel og markedsføring	PB i International Hospitality Management	PB i Softwareudvikling	PB i Sportsmanagement	PB i Webudvikling	Professionsbachelor i Finans	Serviceøkonom
Assessment	68 [+2]	62 [0]	67 [+4]	72 [+3]	70 [+10]	59 [-2]	58 [-7]	73 [+3]	65 [+1]

Loyalty

This chart shows the levels of Loyalty for units subordinate to CphBusiness.

This gives you the opportunity to compare your unit with others within CphBusiness.
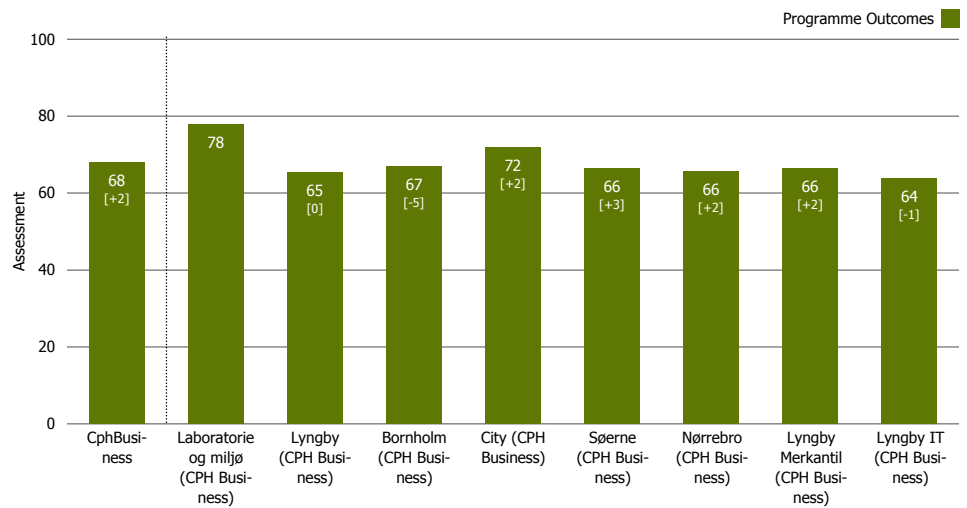

Loyalty

	CphBusiness	Multimediedesigner	PB i International handel og markedsføring	PB i International Hospitality Management	PB i Softwareudvikling	PB i Sportsmanagement	PB i Webudvikling	Professionsbachelor i Finans	Serviceøkonom
Assessment	76 [+2]	71 [-3]	75 [+3]	79 [+4]	80 [+9]	74 [-2]	68 [+1]	78 [+1]	75 [+2]

Student satisfaction

This chart shows the level of Satisfaction & Motivation for locations subordinate to CphBusiness.
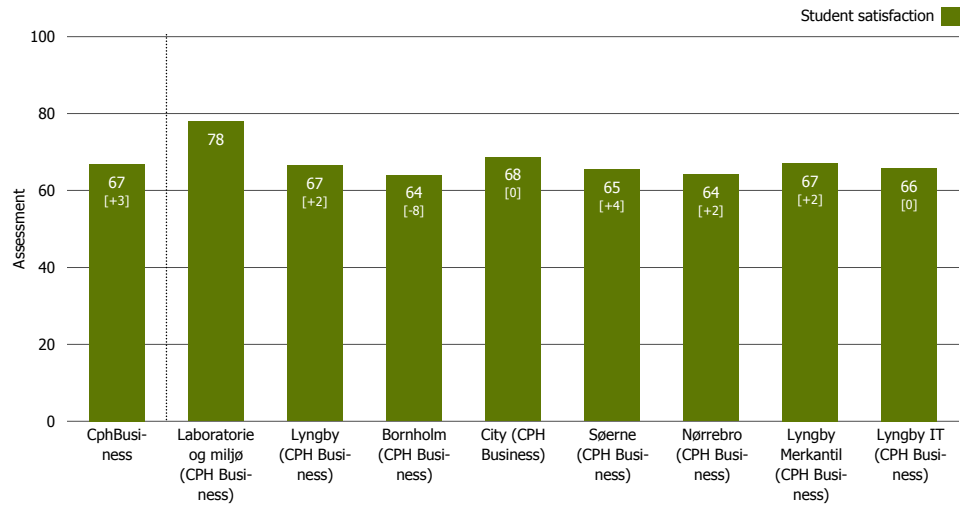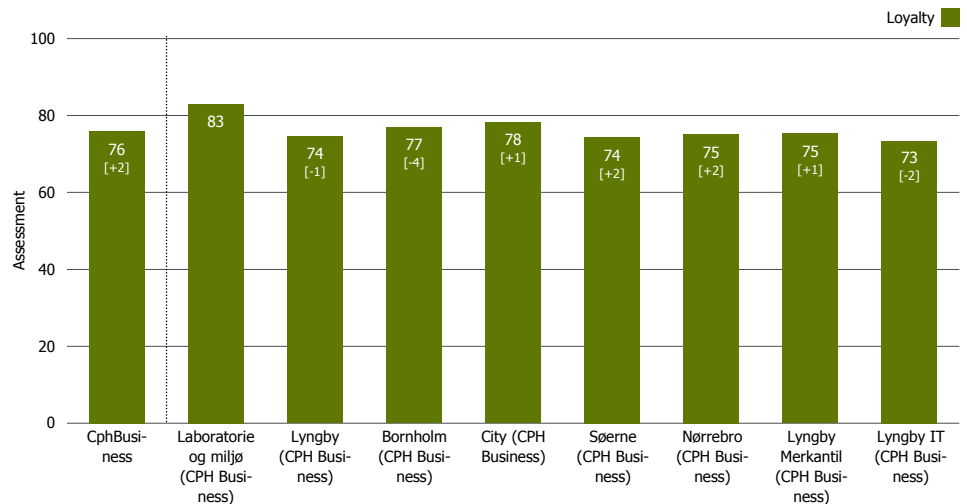

Programme Outcomes

This chart shows the levels of Programes outcomes for locations subordinate to CphBusiness.


Loyalty

This chart shows the levels of Loyalty for locations subordinate to CphBusiness.
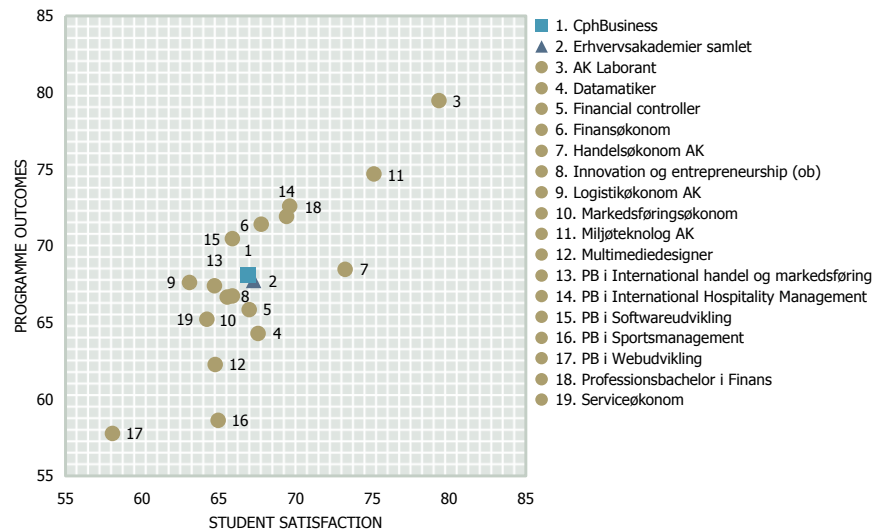
Other educational institutions - Student Satisfaction and Programme Outcomes

The chart shows Student Satisfaction and Programme Outcomes for CphBusiness and for other educational institutions.
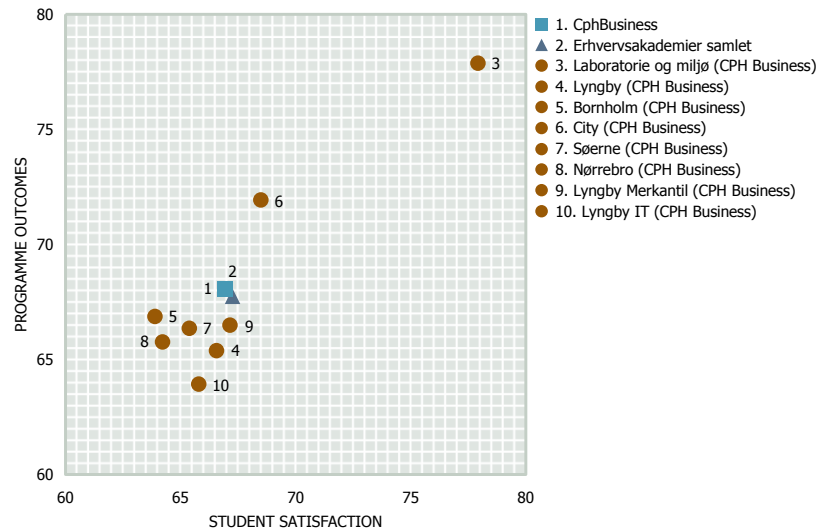

Legend:
- 1. CphBusiness
- 2. Erhvervsakademier samlet
- Other Erhvervsakademier
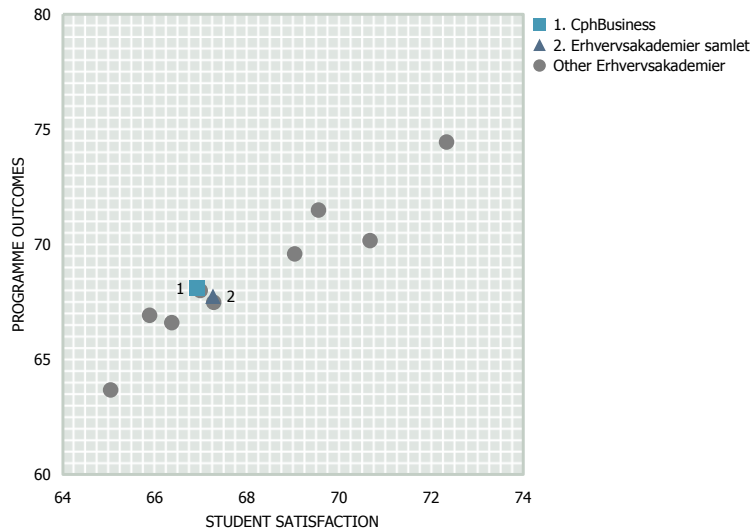
Courses - Student Satisfaction and Programme Outcomes

The chart shows Student Satisfaction and Programme Outcomes for all courses at CphBusiness

Legend:
- 1. CphBusiness
- 2. Erhvervsakademier samlet
- 3. AK Laborant
- 4. Datamatiker
- 5. Financial controller
- 6. Finansøkonom
- 7. Handelsøkonom AK
- 8. Innovation og entrepreneurship (ob)
- 9. Logistikøkonom AK
- 10. Markedsføringsøkonom
- 11. Miljøteknolog AK
- 12. Multimediedesigner
- 13. PB i International handel og markedsføring
- 14. PB i International Hospitality Management
- 15. PB i Softwareudvikling
- 16. PB i Sportsmanagement
- 17. PB i Webudvikling
- 18. Professionsbachelor i Finans
- 19. Serviceøkonom

Locations - Student Satisfaction and Programme Outcomes

The chart shows Student Satisfaction and Programme Outcomes for all locations at CphBusiness

Legend:
- 1. CphBusiness
- 2. Erhvervsakademier samlet
- 3. Laboratorie og miljø (CPH Business)
- 4. Lyngby (CPH Business)
- 5. Bornholm (CPH Business)
- 6. City (CPH Business)
- 7. Søerne (CPH Business)
- 8. Nørrebro (CPH Business)
- 9. Lyngby Merkantil (CPH Business)
- 10. Lyngby IT (CPH Business)

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 CphBusiness.

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
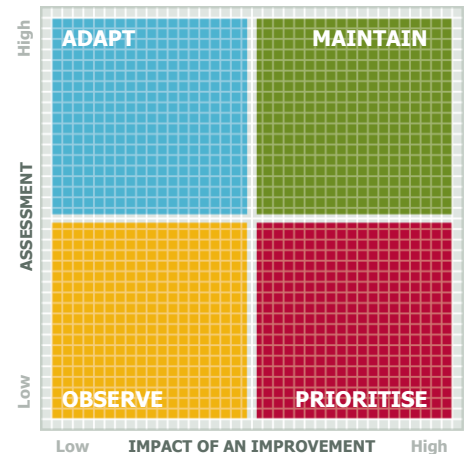
How to interpret the priority maps

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 are also high, focus should remain on these areas. At a minimum, the rating for these areas should be maintained, but any improvements 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 four action areas that impact Student Satisfaction and Loyalty.
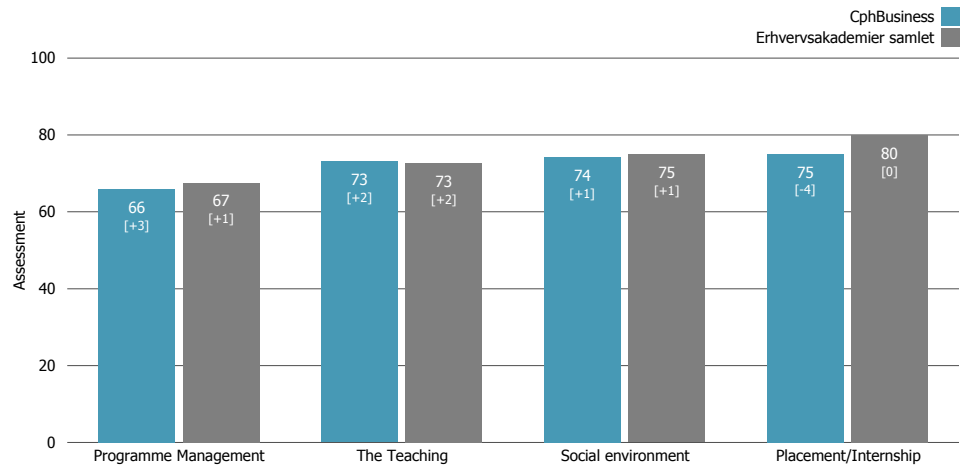
CphBusiness ■
Erhvervsakademier samlet ■

Action area	CphBusiness	Erhvervsakademier samlet
Programme Management	66 [+3]	67 [+1]
The Teaching	73 [+2]	73 [+2]
Social environment	74 [+1]	75 [+1]
Placement/Internship	75 [-4]	80 [0]

Assessment (y-axis: 0 to 100)

Impact on Student Satisfaction & Loyalty

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

- 22% Programme Management
- 53% Teaching
- 16% Social environment
- 8% Placement/Internship
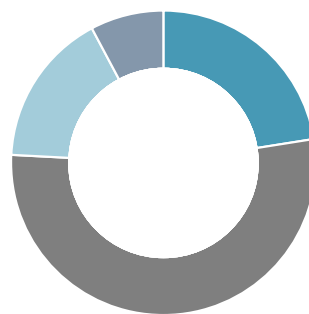
Overall priority map

The overall priority map shows the students' 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.

Priority map (ASSESSMENT vs IMPACT OF AN IMPROVEMENT):
- ADAPT: Social environment, Placement/Internship
- MAINTAIN: Teaching
- OBSERVE: Programme Management
- PRIORITISE

Legend:
- **PRIORITISE** — [No items]
- **MAINTAIN** — Teaching
- **ADAPT** — Social environment, Placement/Internship
- **OBSERVE** — Programme Management
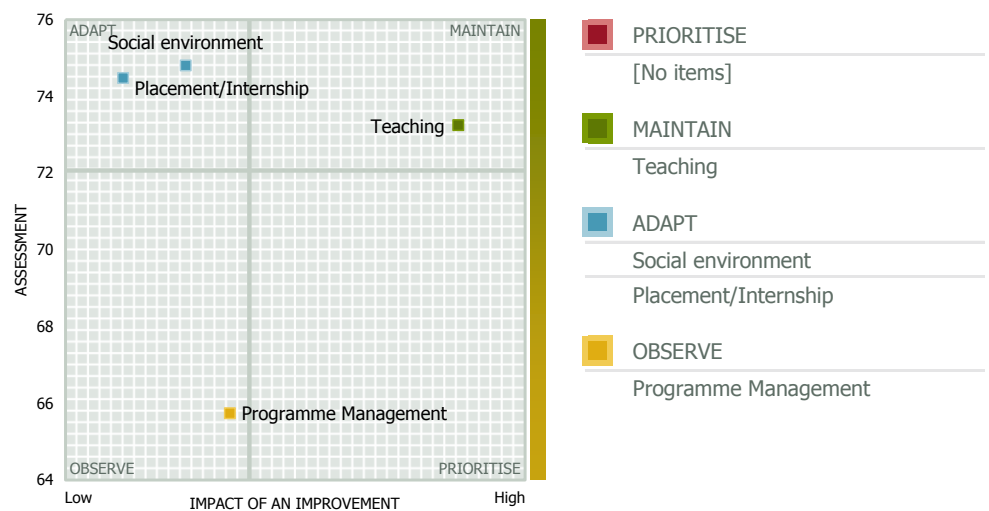
Going through the four action areas

The four 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 situat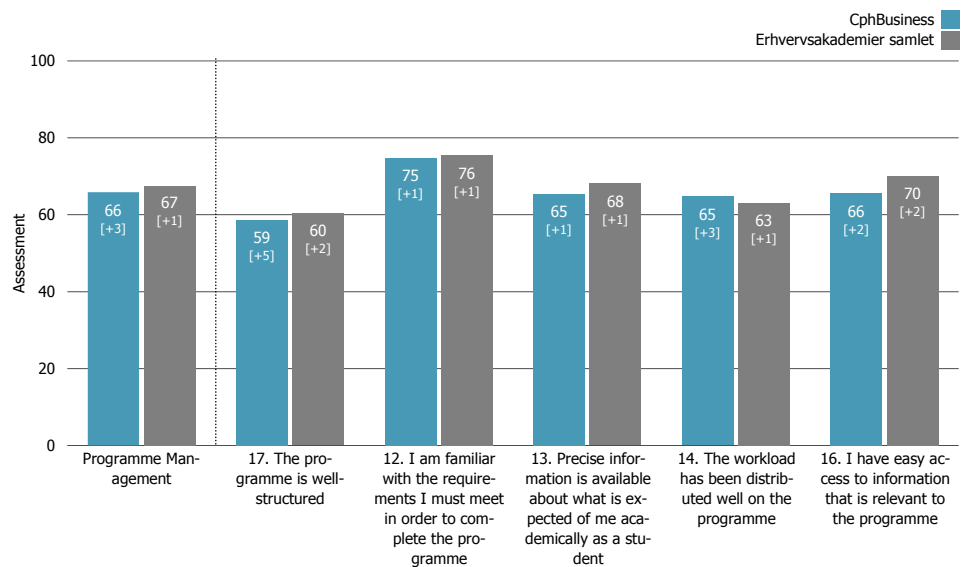ion. The priority scheme on the following pages applies only to the individual condition. In order to know the condition's position in the overall priority map, look at the top right-hand corner of the page, where we have specified where you are in the map and, therefore, what you should do.
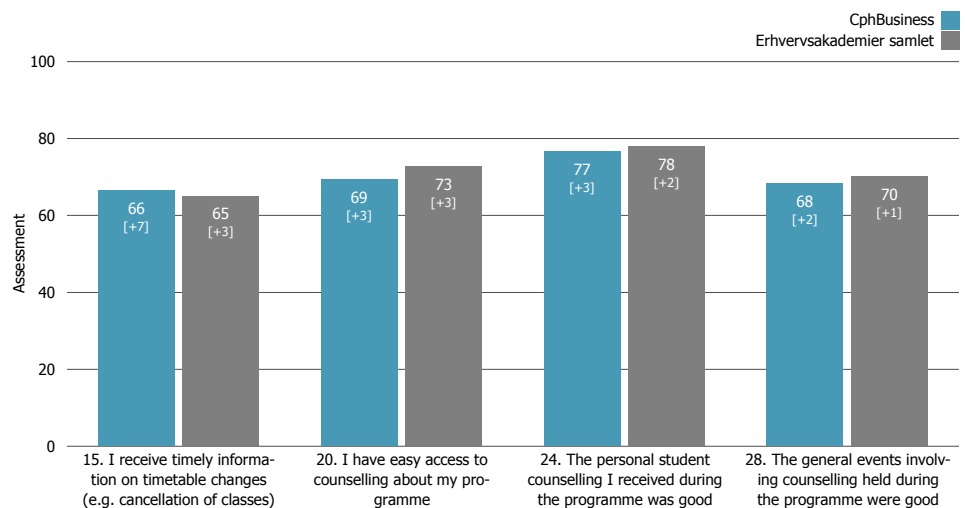
Programme Management

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.

CphBusiness
Erhvervsakademier samlet

	Programme Management	17. The programme is well-structured	12. I am familiar with the requirements I must meet in order to complete the programme	13. Precise information is available about what is expected of me academically as a student	14. The workload has been distributed well on the programme	16. I have easy access to information that is relevant to the programme
CphBusiness	66 [+3]	59 [+5]	75 [+1]	65 [+1]	65 [+3]	66 [+2]
Erhvervsakademier samlet	67 [+1]	60 [+2]	76 [+1]	68 [+1]	63 [+1]	70 [+2]

The remaining questions go into more depth in order to understand the perception of Programme Management within CphBusiness.

CphBusiness
Erhvervsakademier samlet

	15. I receive timely information on timetable changes (e.g. cancellation of classes)	20. I have easy access to counselling about my programme	24. The personal student counselling I received during the programme was good	28. The general events involving counselling held during the programme were good
CphBusiness	66 [+7]	69 [+3]	77 [+3]	68 [+2]
Erhvervsakademier samlet	65 [+3]	73 [+3]	78 [+2]	70 [+1]

I have received personal student counselling during the study 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.

Yes
23%

No
77%

- CphBusiness
- Erhvervsakademier samlet

77
[+3]

78
[+2]

Assessment

24. The personal student counselling I received during the programme was good
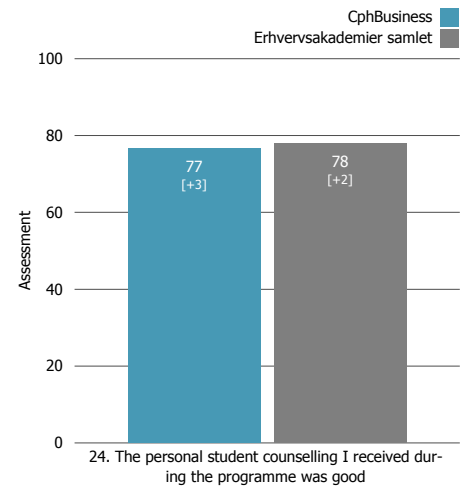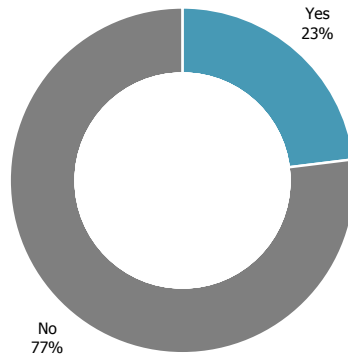
During the programme, I have participated in general events involving counselling (e.g. about work placements/internships, study techniques, elective modules and examinations)

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.

No
46%

Yes
54%

- CphBusiness
- Erhvervsakademier samlet

68
[+2]

70
[+1]

Assessment

28. The general events involving counselling held during the programme were good

The Administration

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

- CphBusiness
- Erhvervsakademier samlet

81
[+2]

83
[+1]

76
[+3]

79
[+2]

Assessment

18. The employees in the administration are friendly and accommodating

19. The employees in the administration are good at answering my inquiries
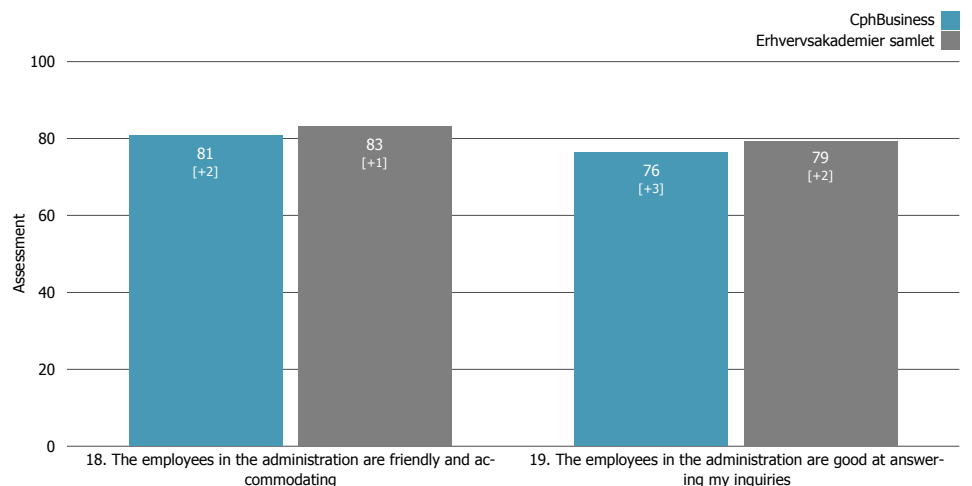
Priority map for Programme Management

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 CphBusiness.
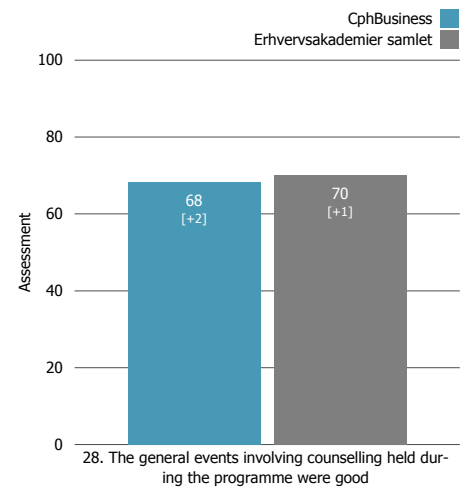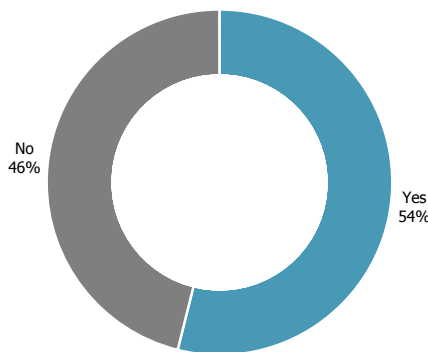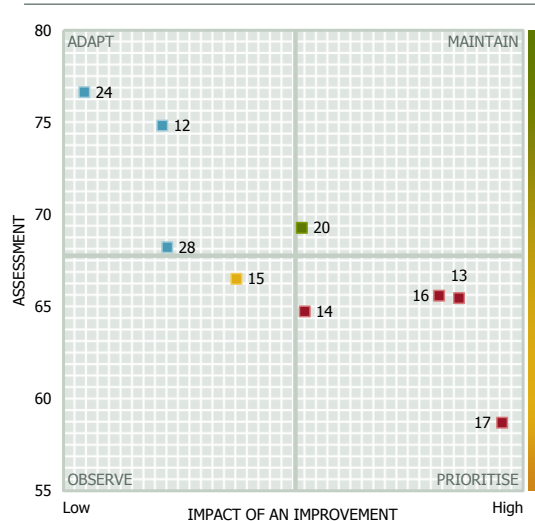

PRIORITISE

13. Precise information is available about what is expected of me academically as a student

14. The workload has been distributed well on the programme

16. I have easy access to information that is relevant to the programme

17. The programme is well-structured

MAINTAIN

20. I have easy access to counselling about my programme

ADAPT

12. I am familiar with the requirements I must meet in order to complete the programme

24. The personal student counselling I received during the programme was good

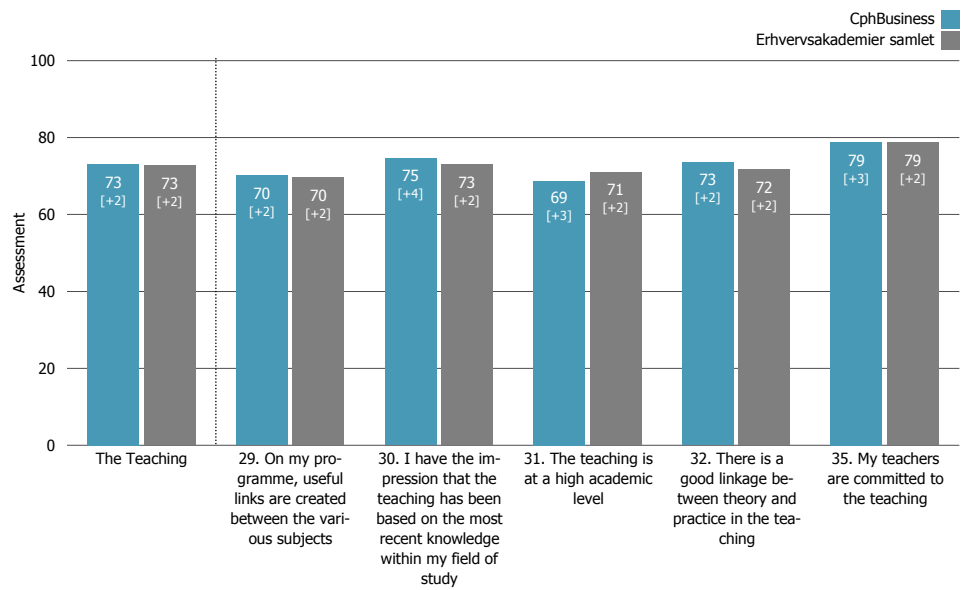28. The general events involving counselling held during the programme were good

OBSERVE

15. I receive timely information on timetable changes (e.g. cancellation of classes)
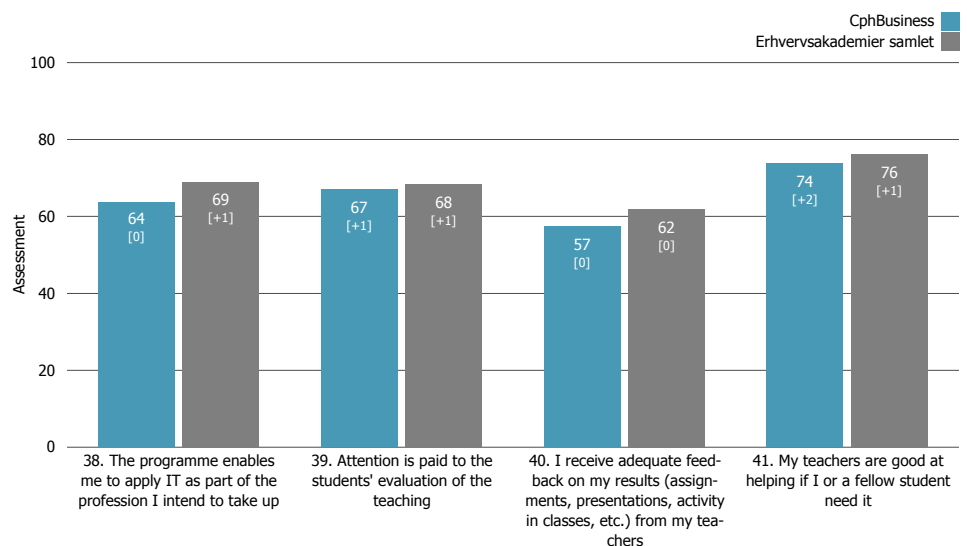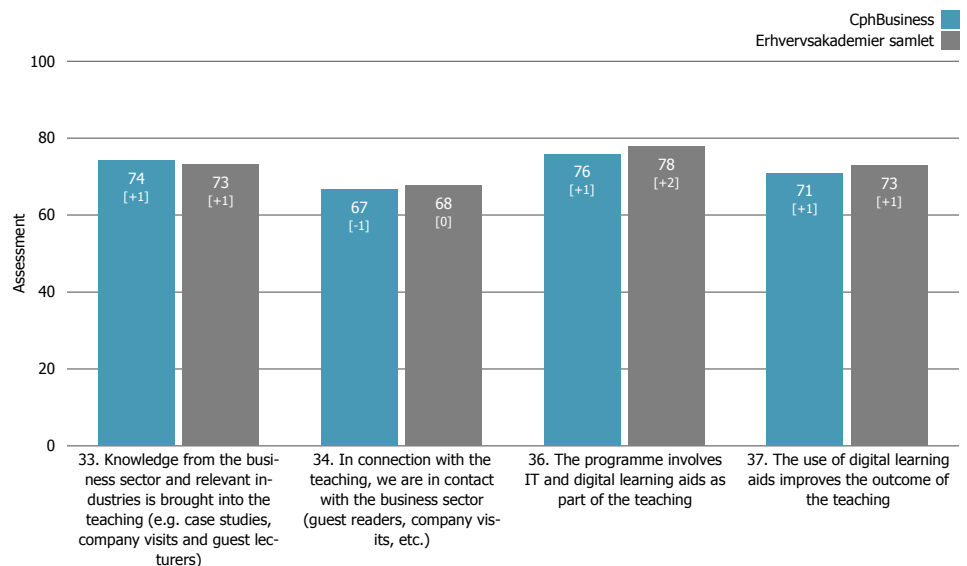
Teaching

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

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

CphBusiness ■
Erhvervsakademier samlet ■

Assessment

	The Teaching	29. On my programme, useful links are created between the various subjects	30. I have the impression that the teaching has been based on the most recent knowledge within my field of study	31. The teaching is at a high academic level	32. There is a good linkage between theory and practice in the teaching	35. My teachers are committed to the teaching
CphBusiness	73 [+2]	70 [+2]	75 [+4]	69 [+3]	73 [+2]	79 [+3]
Erhvervsakademier samlet	73 [+2]	70 [+2]	73 [+2]	71 [+2]	72 [+2]	79 [+2]

The remaining questions go into more depth in order to understand the perception of Teaching within CphBusiness.

CphBusiness ■
Erhvervsakademier samlet ■

Assessment

	33. Knowledge from the business sector and relevant industries is brought into the teaching (e.g. case studies, company visits and guest lecturers)	34. In connection with the teaching, we are in contact with the business sector (guest readers, company visits, etc.)	36. The programme involves IT and digital learning aids as part of the teaching	37. The use of digital learning aids improves the outcome of the teaching
CphBusiness	74 [+1]	67 [-1]	76 [+1]	71 [+1]
Erhvervsakademier samlet	73 [+1]	68 [0]	78 [+2]	73 [+1]

CphBusiness ■
Erhvervsakademier samlet ■

Assessment

	38. The programme enables me to apply IT as part of the profession I intend to take up	39. Attention is paid to the students' evaluation of the teaching	40. I receive adequate feedback on my results (assignments, presentations, activity in classes, etc.) from my teachers	41. My teachers are good at helping if I or a fellow student need it
CphBusiness	64 [0]	67 [+1]	57 [0]	74 [+2]
Erhvervsakademier samlet	69 [+1]	68 [+1]	62 [0]	76 [+1]

Priority map for Teaching

The priority map shows the students' rating of the specific conditions regarding Teaching and the impact of an improvement on the students' overall rating of Teaching for CphBusiness.
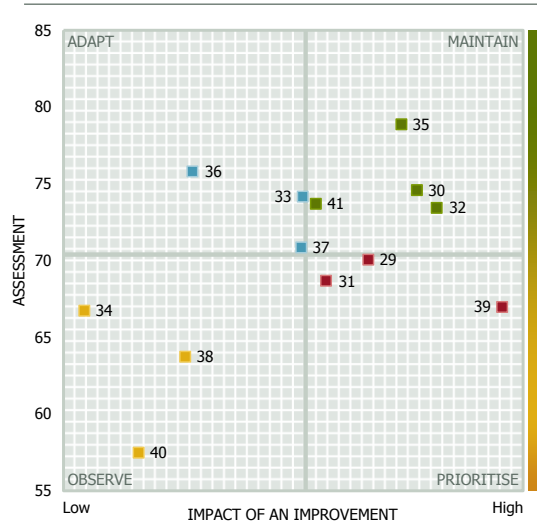
PRIORITISE

29. On my programme, useful links are created between the various subjects

31. The teaching is at a high academic level

39. Attention is paid to the students' evaluation of the teaching

MAINTAIN

30. I have the impression that the teaching has been based on the most recent knowledge within my field of study

32. There is a good linkage between theory and practice in the teaching

35. My teachers are committed to the teaching

41. My teachers are good at helping if I or a fellow student need it

ADAPT

33. Knowledge from the business sector and relevant industries is brought into the teaching (e.g. case studies, company visits and guest lecturers)

36. The programme involves IT and digital learning aids as part of the teaching

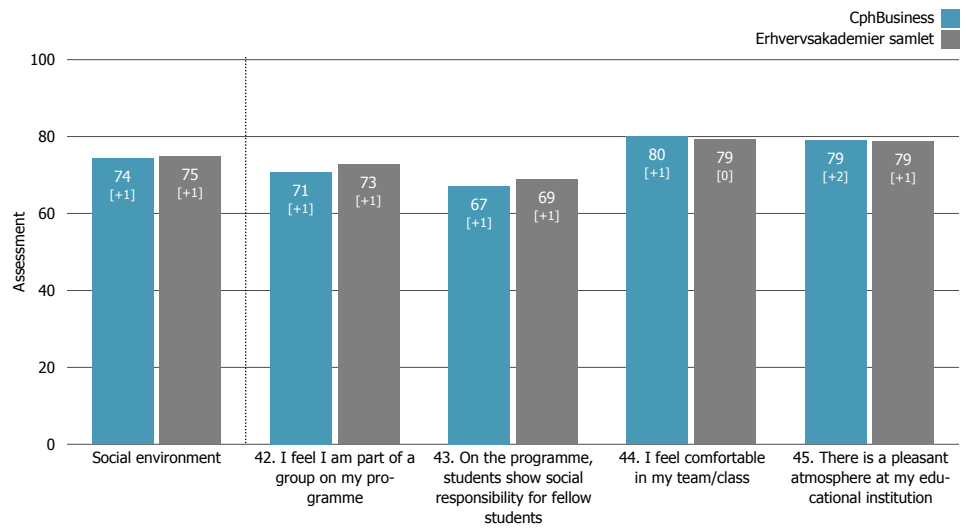37. The use of digital learning aids improves the outcome of the teaching

OBSERVE

34. In connection with the teaching, we are in contact with the business sector (guest readers, company visits, etc.)

38. The programme enables me to apply IT as part of the profession I intend to take up

40. I receive adequate feedback on my results (assignments, presentations, activity in classes, etc.) from my teachers
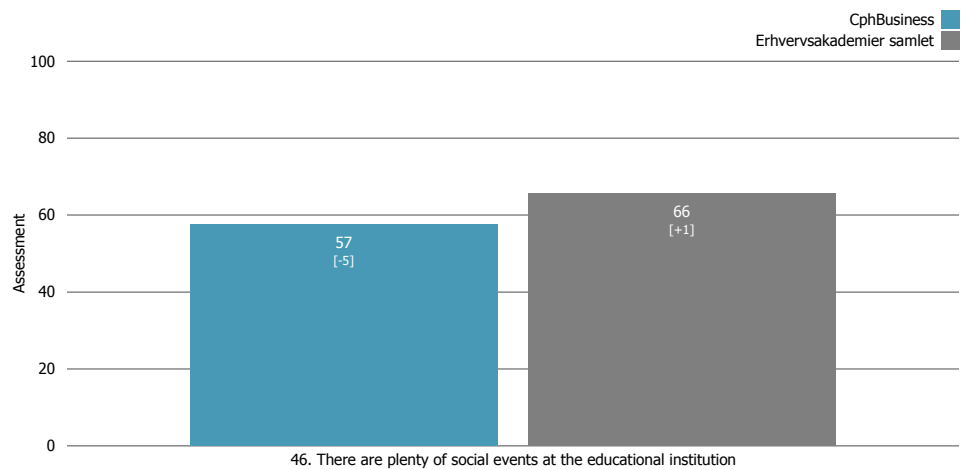
Social environment

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.

CphBusiness
Erhvervsakademier samlet

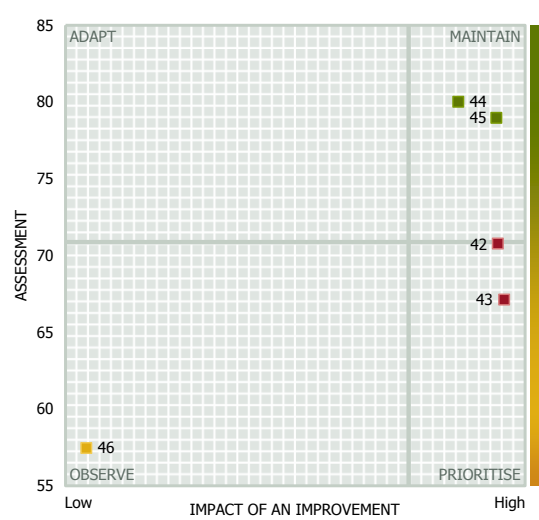| Social environment	42. I feel I am part of a group on my programme	43. On the programme, students show social responsibility for fellow students	44. I feel comfortable in my team/class	45. There is a pleasant atmosphere at my educational institution
74 [+1] / 75 [+1]	71 [+1] / 73 [+1]	67 [+1] / 69 [+1]	80 [+1] / 79 [0]	79 [+2] / 79 [+1]

The remaining questions go into more depth in order to understand the perception of Social environment within CphBusiness.

CphBusiness
Erhvervsakademier samlet

46. There are plenty of social events at the educational institution
57 [-5] / 66 [+1]

Social environment

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 CphBusiness.

■ **PRIORITISE**

42. I feel I am part of a group on my programme

43. On the programme, students show social responsibility for fellow students

■ **MAINTAIN**

44. I feel comfortable in my team/class

45. There is a pleasant atmosphere at my educational institution

■ **ADAPT**

[No items]

■ **OBSERVE**

46. There are plenty of social events at the educational institution
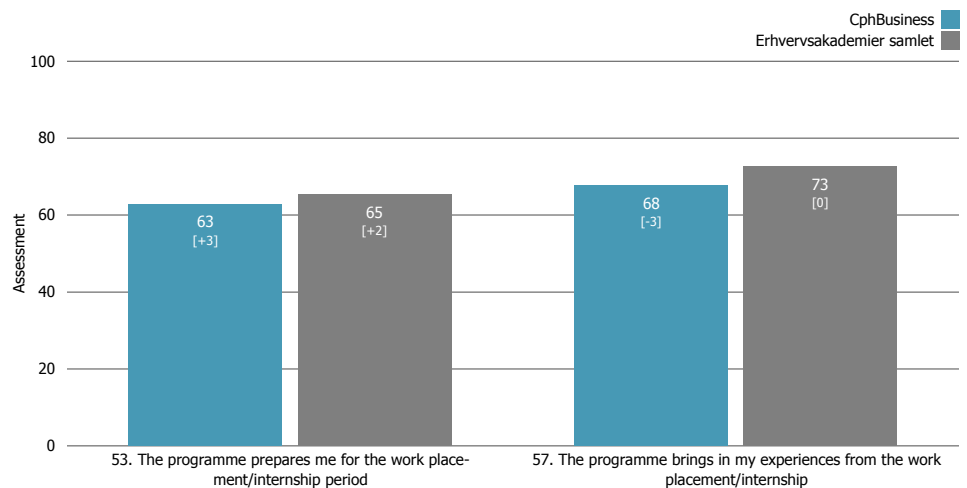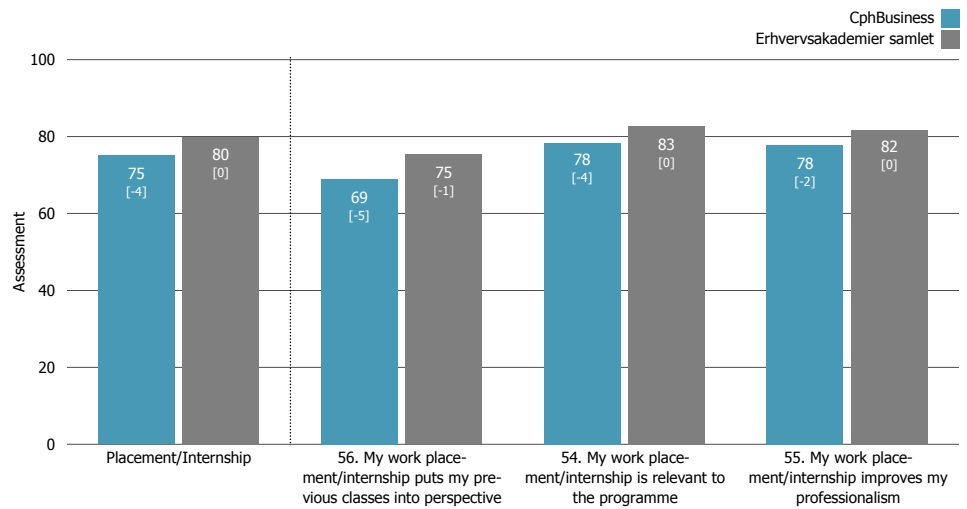
Placement/Internship

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.

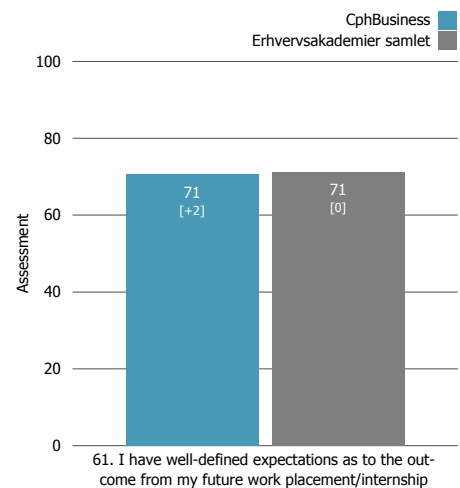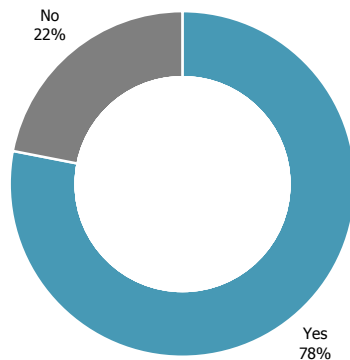The figure below shows the amount of students, who have answered, who have been on Internship.

Yes
10%

No
90%
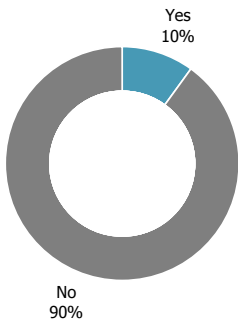
The remaining questions go into more depth in order to understand the perception of Placement/Internship within CphBusiness.

CphBusiness
Erhvervsakademier samlet

Placement/Internship	56. My work place-ment/internship puts my pre-vious classes into perspective	54. My work place-ment/internship is relevant to the programme	55. My work place-ment/internship improves my professionalism
75 [-4] / 80 [0]	69 [-5] / 75 [-1]	78 [-4] / 83 [0]	78 [-2] / 82 [0]

CphBusiness
Erhvervsakademier samlet

53. The programme prepares me for the work place-ment/internship period	57. The programme brings in my experiences from the work placement/internship
63 [+3] / 65 [+2]	68 [-3] / 73 [0]

Are you yet to complete a required work placement/internship 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.

No
22%

Yes
78%

CphBusiness
Erhvervsakademier samlet

61. I have well-defined expectations as to the out-come from my future work placement/internship
71 [+2] / 71 [0]

[19]

Placement/Internship

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 CphBusiness.
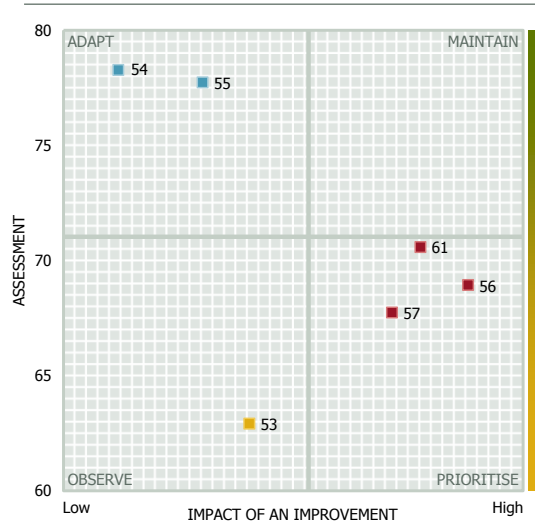
PRIORITISE

56. My work placement/internship puts my previous classes into perspective

57. The programme brings in my experiences from the work placement/internship

61. I have well-defined expectations as to the outcome from my future work placement/internship

MAINTAIN

[No items]

ADAPT

54. My work placement/internship is relevant to the programme

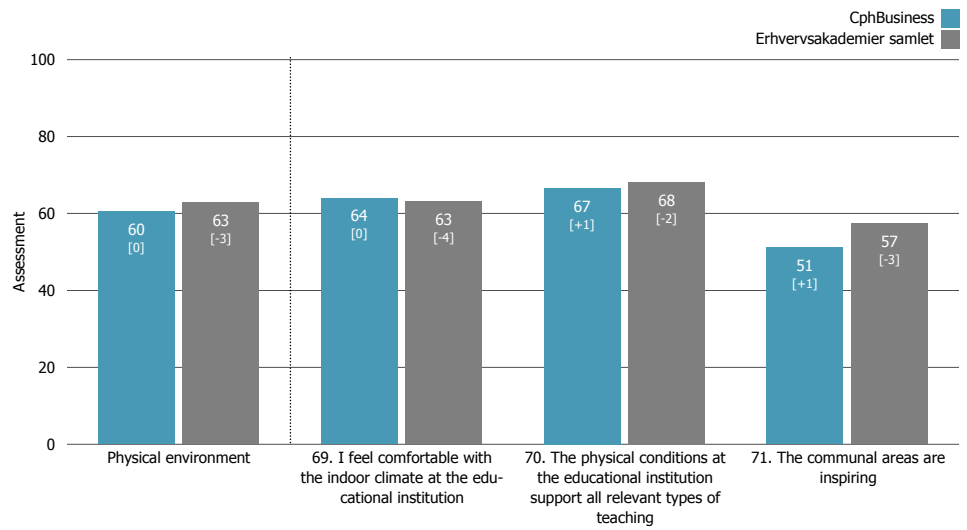55. My work placement/internship improves my professionalism

OBSERVE

53. The programme prepares me for the work placement/internship period
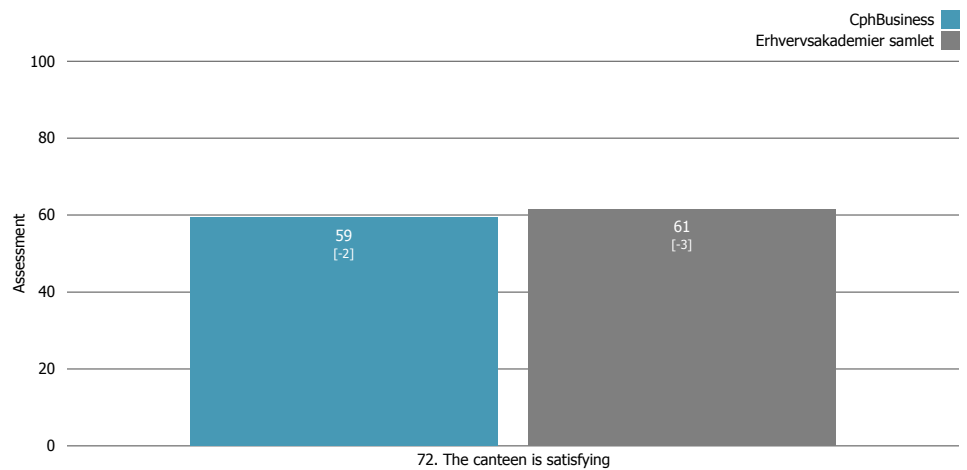
Physical environment

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.

Legend: CphBusiness, Erhvervsakademier samlet

Category	CphBusiness	Erhvervsakademier samlet
Physical environment	60 [0]	63 [-3]
69. I feel comfortable with the indoor climate at the educational institution	64 [0]	63 [-4]
70. The physical conditions at the educational institution support all relevant types of teaching	67 [+1]	68 [-2]
71. The communal areas are inspiring	51 [+1]	57 [-3]

The remaining questions go into more depth in order to understand the perception of Physical environment within CphBusiness.

Legend: CphBusiness, Erhvervsakademier samlet

Category	CphBusiness	Erhvervsakademier samlet
72. The canteen is satisfying	59 [-2]	61 [-3]

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.

- 0-10 minuts 8%
- 11-20 minuts 21%
- 21-30 minuts 22%
- 31-59 minuts 29%
- 1-2 hours 16%
- More than 2 hours 5%
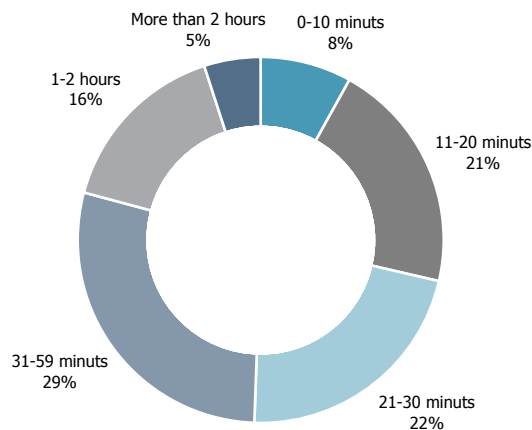
Physical environment

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 CphBusiness.

PRIORITISE

71. The communal areas are inspiring

MAINTAIN

70. The physical conditions at the educational institution support all relevant types of teaching

ADAPT

69. I feel comfortable with the indoor climate at the educational institution

OBSERVE

72. The canteen is satisfying
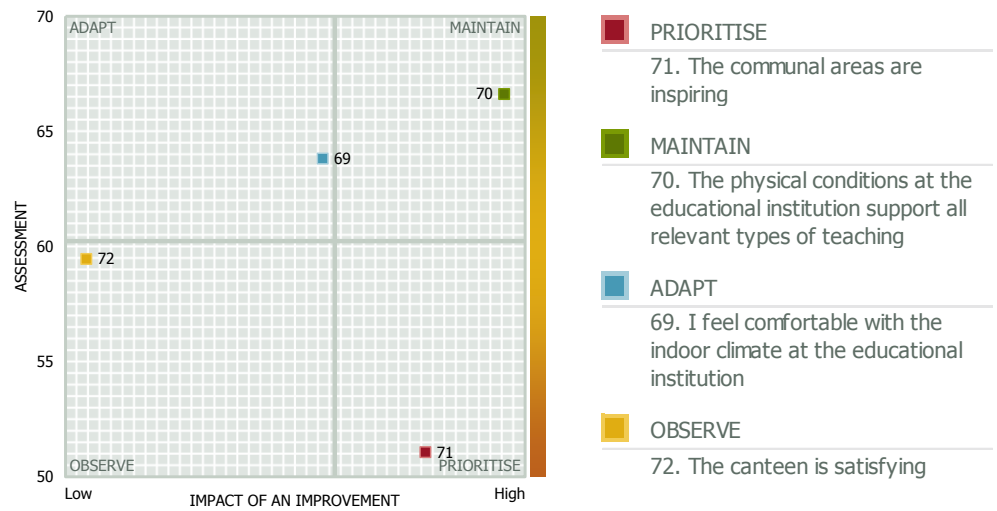
Equipment & Materials

Equipment & Materials

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

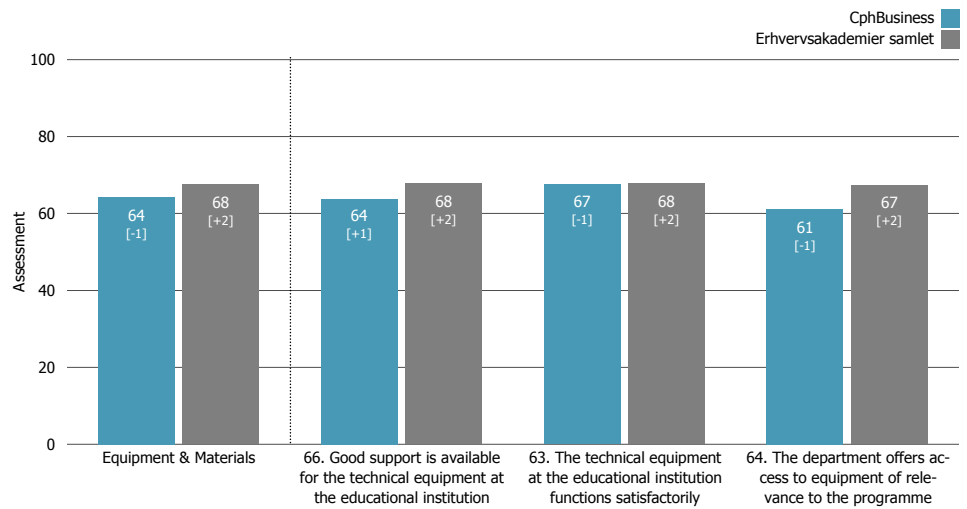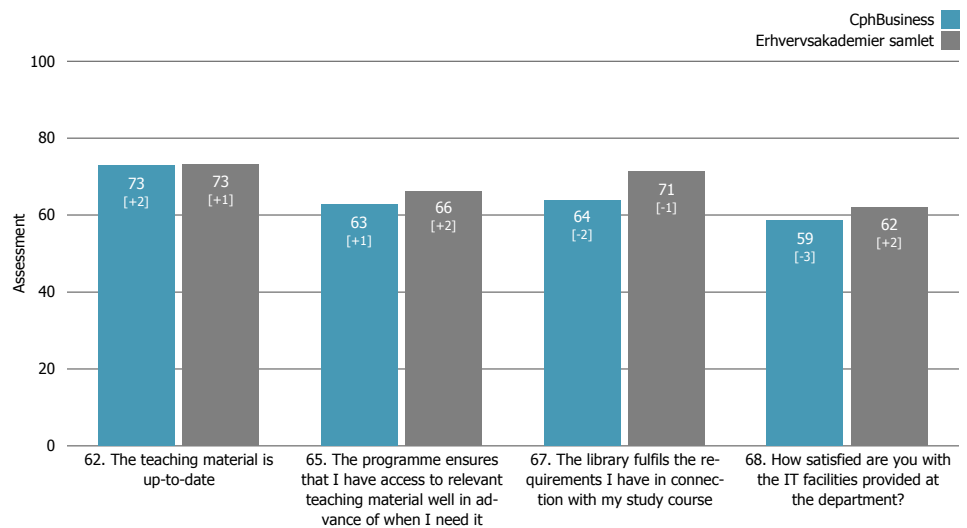The questions in the top chart make up the overall results for the area Equipment & Materials.


Legend: CphBusiness | Erhvervsakademier samlet

	CphBusiness	Erhvervsakademier samlet
Equipment & Materials	64 [-1]	68 [+2]
66. Good support is available for the technical equipment at the educational institution	64 [+1]	68 [+2]
63. The technical equipment at the educational institution functions satisfactorily	67 [-1]	68 [+2]
64. The department offers access to equipment of relevance to the programme	61 [-1]	67 [+2]

The remaining questions go into more depth in order to understand the perception of Equipment & Materials within CphBusiness.

Legend: CphBusiness | Erhvervsakademier samlet

	CphBusiness	Erhvervsakademier samlet
62. The teaching material is up-to-date	73 [+2]	73 [+1]
65. The programme ensures that I have access to relevant teaching material well in advance of when I need it	63 [+1]	66 [+2]
67. The library fulfils the requirements I have in connection with my study course	64 [-2]	71 [-1]
68. How satisfied are you with the IT facilities provided at the department?	59 [-3]	62 [+2]

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 CphBusiness.
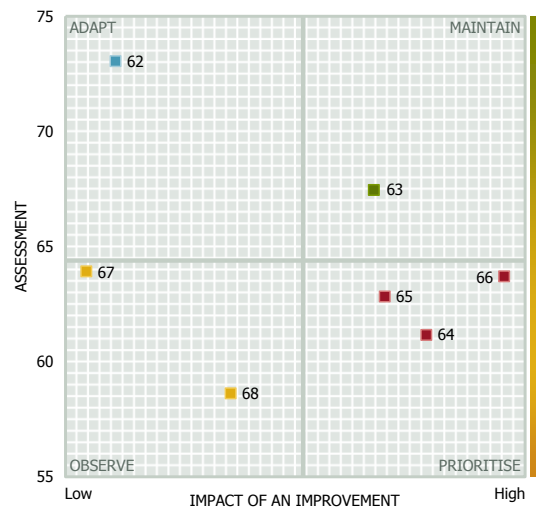
🟥 **PRIORITISE**

64. The department offers access to equipment of relevance to the programme

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

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

🟩 **MAINTAIN**

63. The technical equipment at the educational institution functions satisfactorily
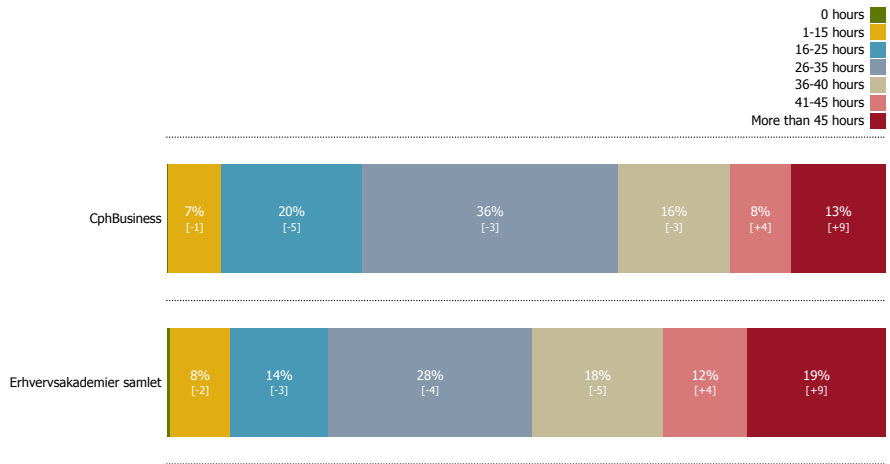
🟦 **ADAPT**

62. The teaching material is up-to-date

🟧 **OBSERVE**
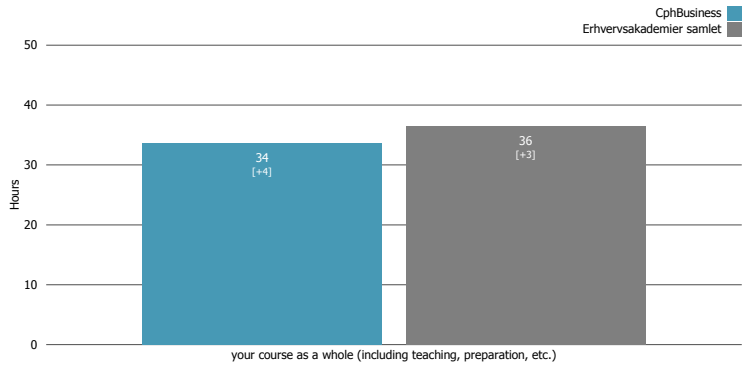
67. The library fulfils the requirements I have in connection with my study course

68. How satisfied are you with the IT facilities provided at the department?

Own Effort

On average, how many hours do you spend per week on:

your course as a whole (including teaching, preparation, etc.)

On average, how many hours do you spend per week on:

spare time work (both paid and volunteer work)
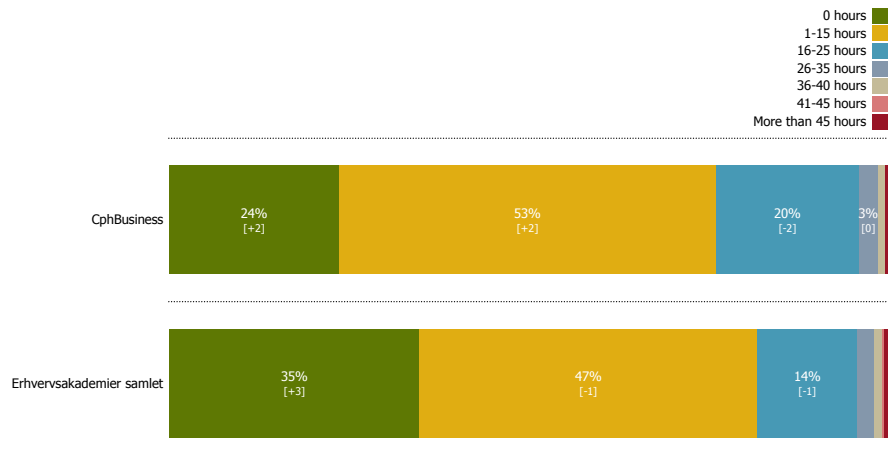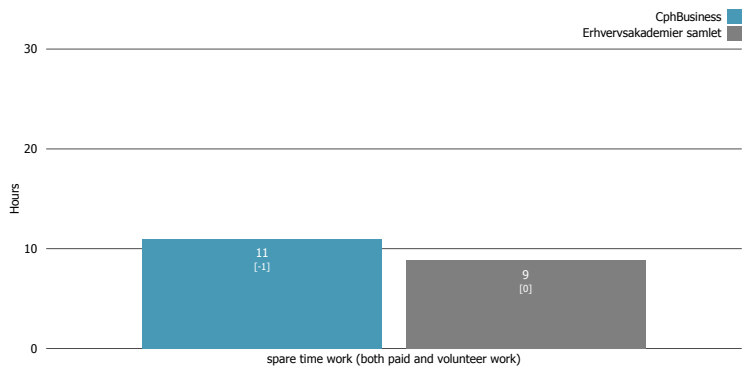
Own Effort

The figure showe students' total week load, how many hours used for work and study activities in total.

Legend:
- 0-20 hours
- 21-30 hours
- 31-40 hours
- 41-50 hours
- 51-60 hours
- More than 60 hours

CphBusiness

| 6% [0] | 13% [-1] | 24% [-4] | 28% [-3] | 17% [+3] | 12% [+5] |

Erhvervsakademier samlet

| 9% [0] | 12% [-2] | 24% [-3] | 26% [-2] | 16% [+2] | 14% [+5] |
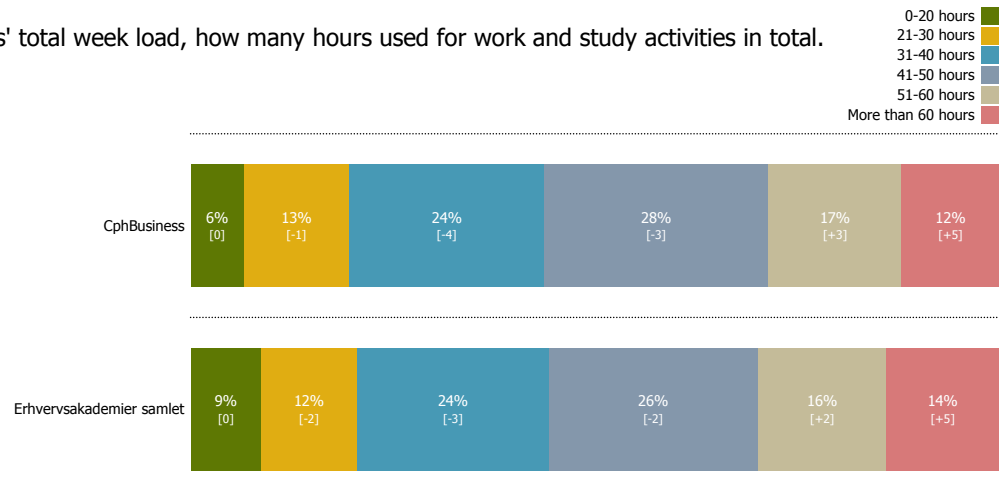
How great a proportion of the incurred lessons have you attended?

Legend:
- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

CphBusiness

| 5% [+1] | 21% [+1] | 72% [-2] |

Erhvervsakademier samlet

| 5% [0] | 19% [0] | 75% [0] |
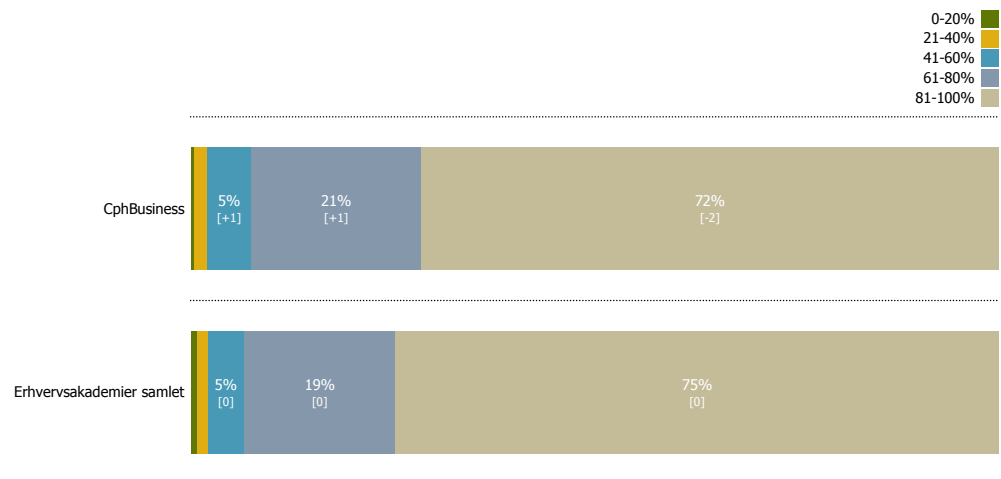
Satisfaction with own effort

Legend:
- CphBusiness
- Erhvervsakademier samlet

Assessment

| CphBusiness | Erhvervsakademier samlet |
| 71 [+2] | 71 [+1] |

80. How satisfied are you all in all with your own effort on the programme?
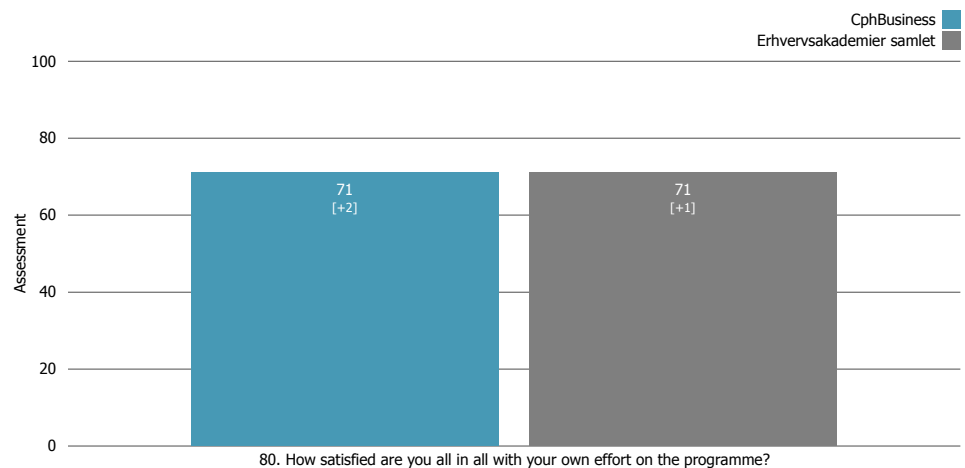
Examinations and Tests

Have you attended examinations or tests on your current study programme?
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.

No
42%

Yes
58%

CphBusiness
Erhvervsakademier samlet

63
[0]

67
[+1]

68
[+2]

70
[+1]

Assessment

100

80

60

40

20

0

78. The assessment criteria for tests and examinations have been communicated clearly

79. The teaching and the examination requirements correlate well
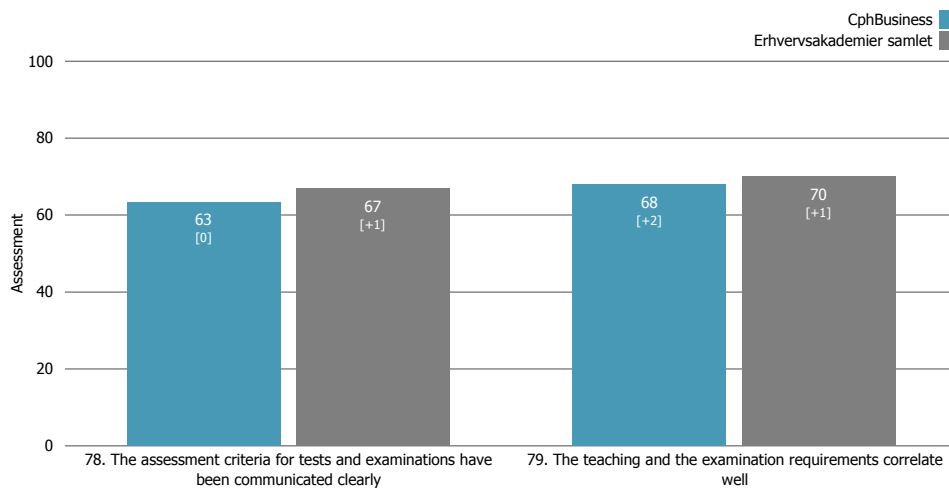
IT-indicator

The figure on the right shows the result for the IT indicator

CphBusiness
Erhvervsakademier samlet

	IT-indicator	36. The programme involves IT and digital learning aids as part of the teaching	37. The use of digital learning aids improves the outcome of the teaching	38. The programme enables me to apply IT as part of the profession I intend to take up	68. How satisfied are you with the IT facilities provided at the department?
CphBusiness	67 [-1]	76 [+1]	71 [+1]	64 [0]	59 [-3]
Erhvervsakademier samlet	71 [+1]	78 [+2]	73 [+1]	69 [+1]	62 [+2]

THEME: Training and work

Training and work

The figure on the right shows the results for Training and work.

Legend: CphBusiness, Erhvervsakademier samlet

99. I have a clear understanding of the jobs my programme is aimed at: CphBusiness 76 [+5], Erhvervsakademier samlet 76 [+2]

101. I have a clear understanding of the job functions I can handle in my future work: CphBusiness 72 [+4], Erhvervsakademier samlet 72 [+1]

102. My programme gives me the right competencies, which I can use in my future work: CphBusiness 73 [+3], Erhvervsakademier samlet 74 [+1]

Entrepreneurship

Do you run your own business?

The chart on the right indicates the number of students who run their own business. Only those students who answered "Yes" to the question have been asked further questions about this.

Yes
5%

No
95%

CphBusiness
Erhvervsakademier samlet

105. My programme supports my business concept: CphBusiness 64 [+3], Erhvervsakademier samlet 66 [+2]
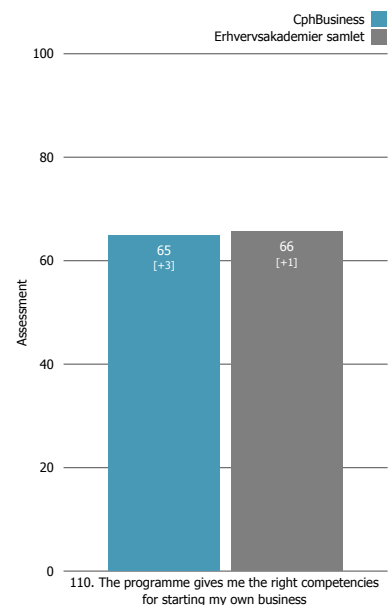
106. My programme develops my competencies in regard to setting up and running a business: CphBusiness 67 [+4], Erhvervsakademier samlet 71 [+4]
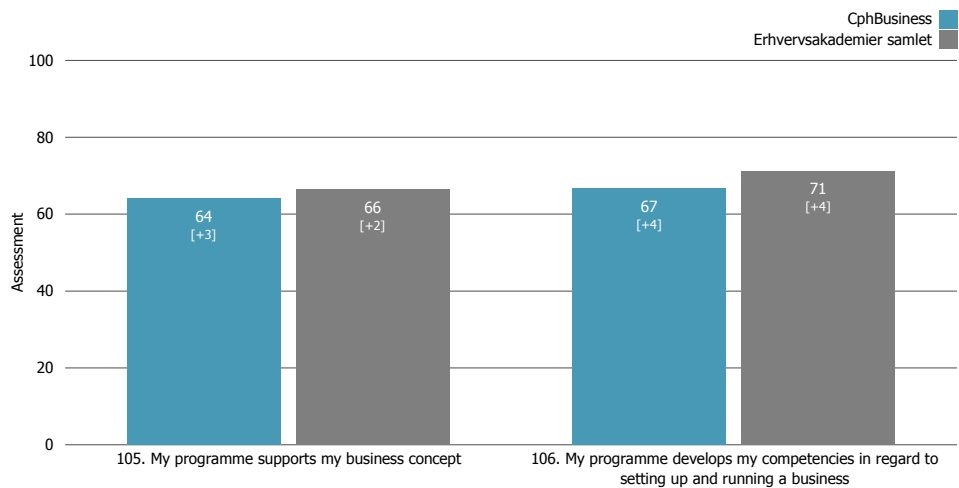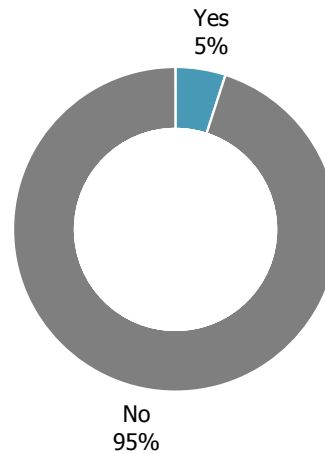
Are you considering starting your own business?

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

Yes
44%

No
56%

CphBusiness
Erhvervsakademier samlet

110. The programme gives me the right competencies for starting my own business: CphBusiness 65 [+3], Erhvervsakademier samlet 66 [+1]

[30]
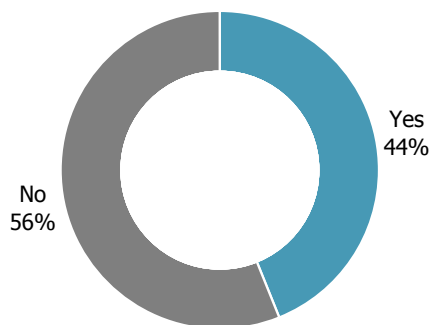
Background analysis - Sex

Distribution of students

51% Male
49% Female

Evaluation distributed according to Sex

	Male	Female
Student satisfaction	67	66
Programme Outcomes	68	68
Loyalty	76	76

	Male	Female
Programme Management	65	67
The Teaching	73	73
Social environment	74	74
Placement/Internship	76	74
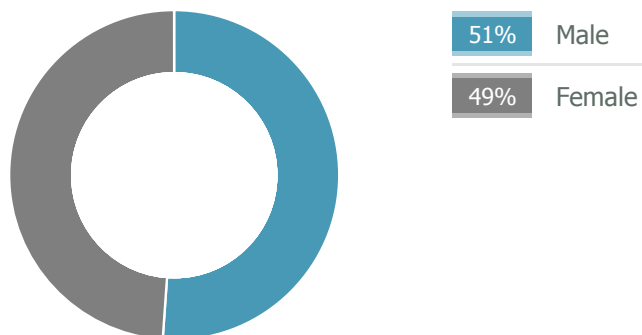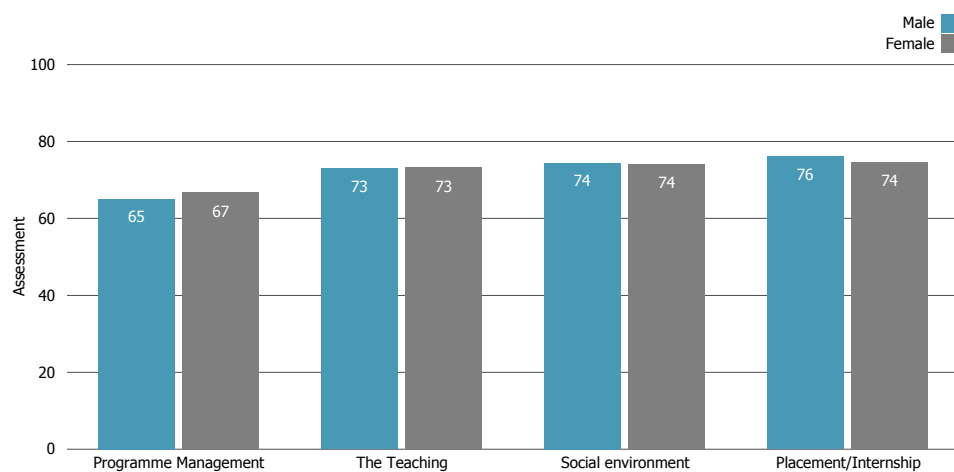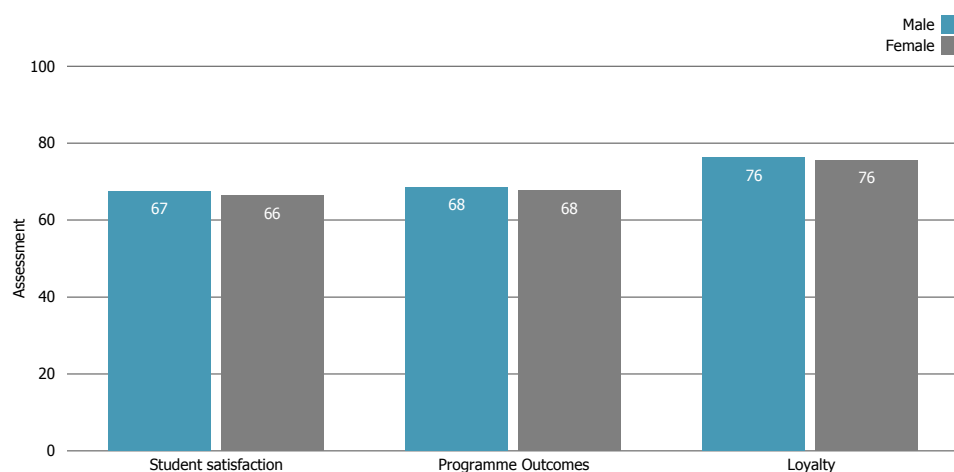
Background analysis - Age

Distribution of students
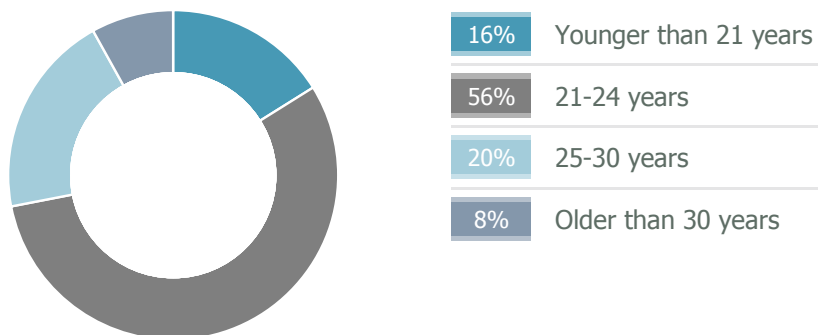
16%	Younger than 21 years
56%	21-24 years
20%	25-30 years
8%	Older than 30 years

Evaluation distributed according to Age

Younger than 21 years
21-24 years
25-30 years
Older than 30 years

Student satisfaction: 69, 66, 67, 73
Programme Outcomes: 71, 67, 69, 70
Loyalty: 77, 75, 76, 78

Younger than 21 years
21-24 years
25-30 years
Older than 30 years

Programme Management: 69, 64, 66, 70
The Teaching: 76, 72, 74, 77
Social environment: 77, 74, 74, 75
Placement/Internship: 76, 75, 75, 73
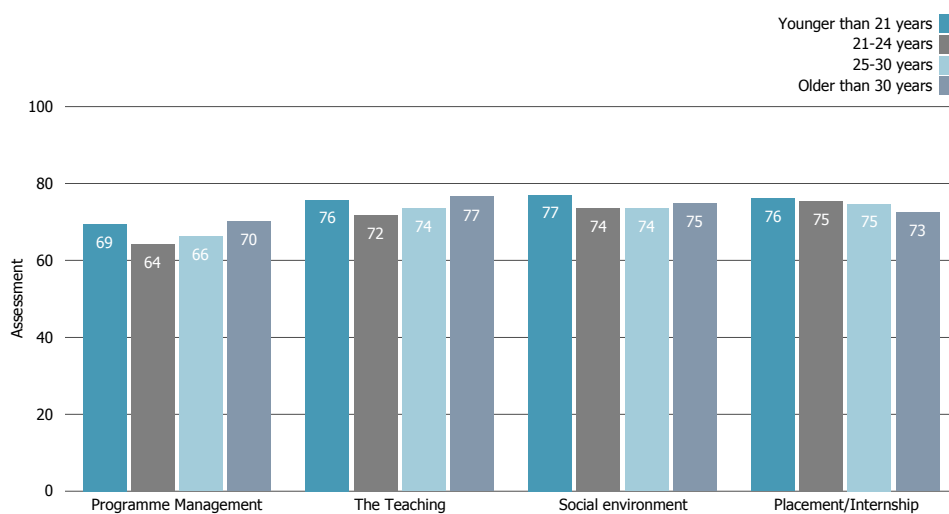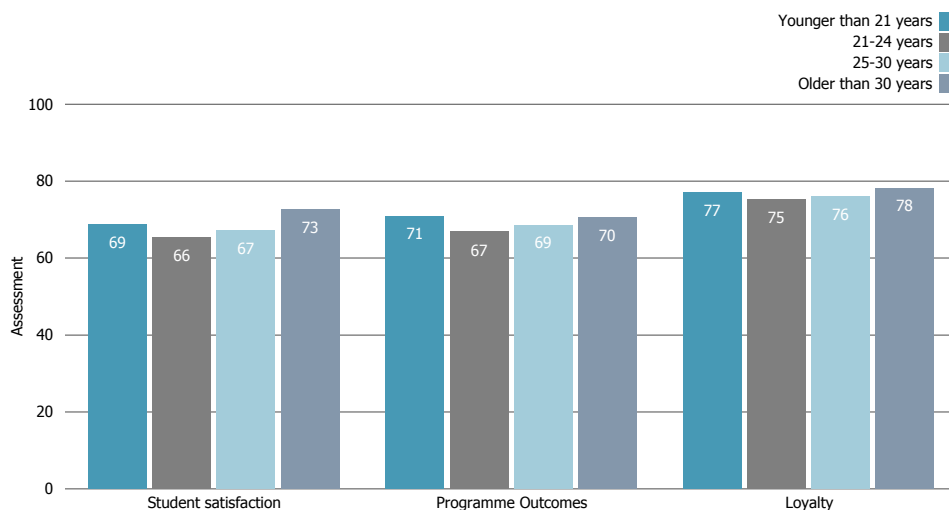
Background analysis - Entry qualification for your current programme

Distribution of students
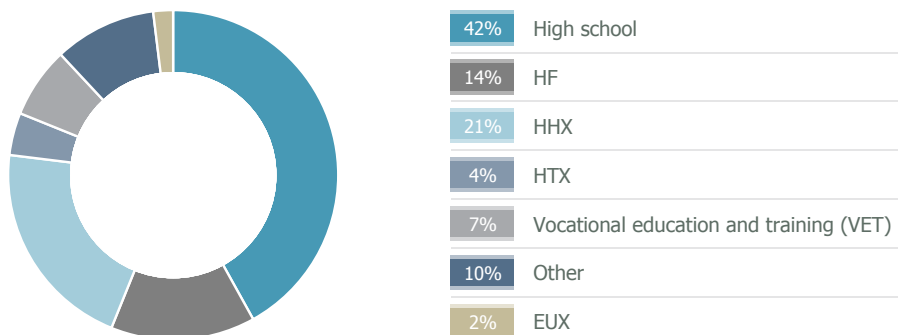
42%	High school
14%	HF
21%	HHX
4%	HTX
7%	Vocational education and training (VET)
10%	Other
2%	EUX

Evaluation distributed according to Entry qualification for your current programme

High school
HF
HHX
HTX

	Student satisfaction	Programme Outcomes	Loyalty
High school	66	67	76
HF	68	69	75
HHX	67	68	76
HTX	73	74	79

Vocational education and training (VET)
Other
EUX

	Student satisfaction	Programme Outcomes	Loyalty
Vocational education and training (VET)	68	67	77
Other	66	67	76
EUX	75	76	81
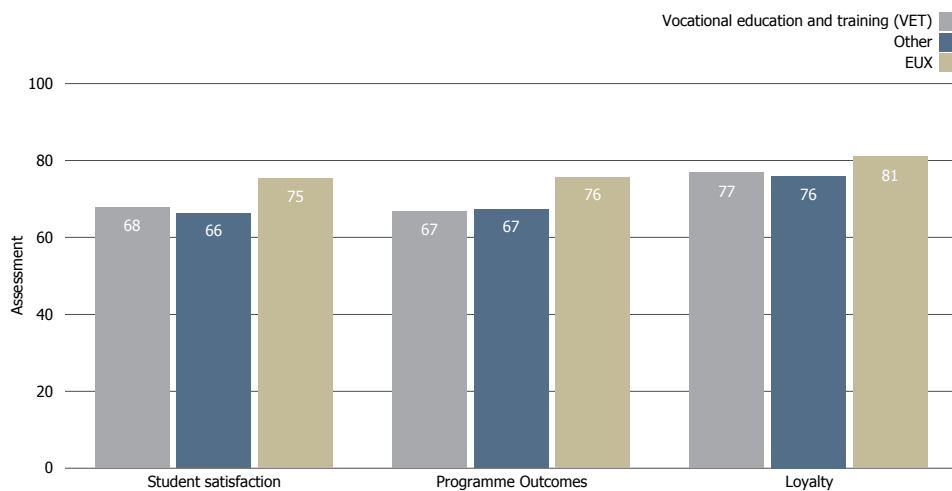
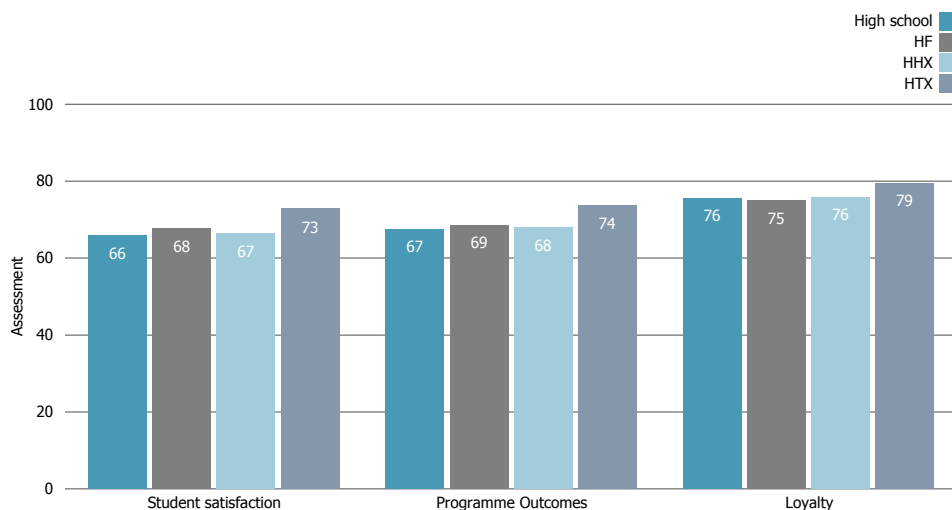# Background analysis - Entry qualification for your current programme

Evaluation distributed according to Entry qualification for your current programme

Legend (top chart): High school, HF, HHX, HTX

	Programme Management	The Teaching	Social environment	Placement/Internship
High school	65	73	75	76
HF	65	72	72	76
HHX	64	73	73	65
HTX	70	78	77	84

Legend (bottom chart): Vocational education and training (VET), Other, EUX

	Programme Management	The Teaching	Social environment	Placement/Internship
Vocational education and training (VET)	65	74	77	76
Other	69	73	75	80
EUX	72	80	78	

Too few responses / no responses
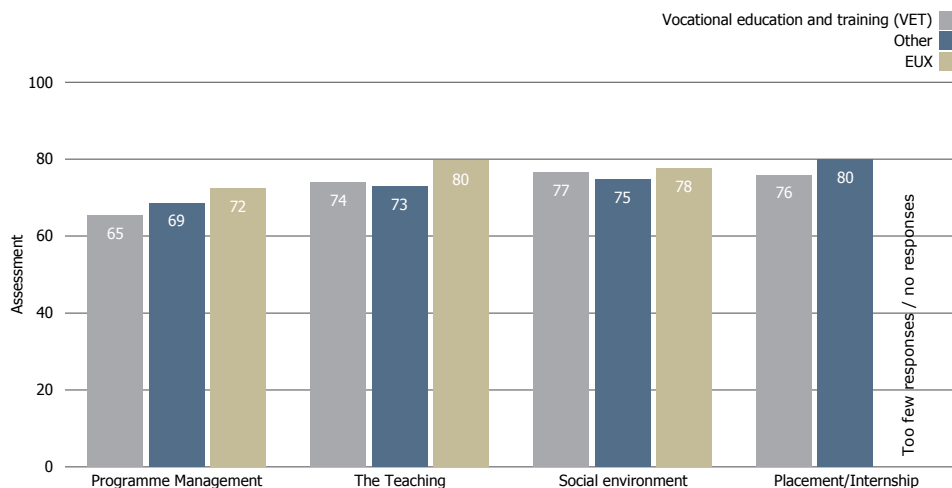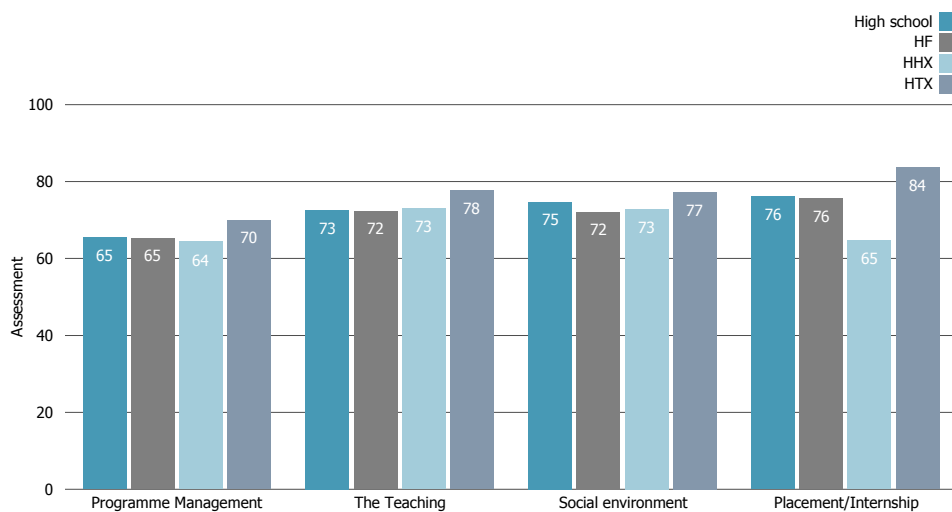
Background analysis - Living arrangement

Distribution of students

19%	Live with my parents/parent
43%	Single
2%	Single parent
32%	Live with husband/wife/partner and no children
5%	Live with husband/wife/partner and children
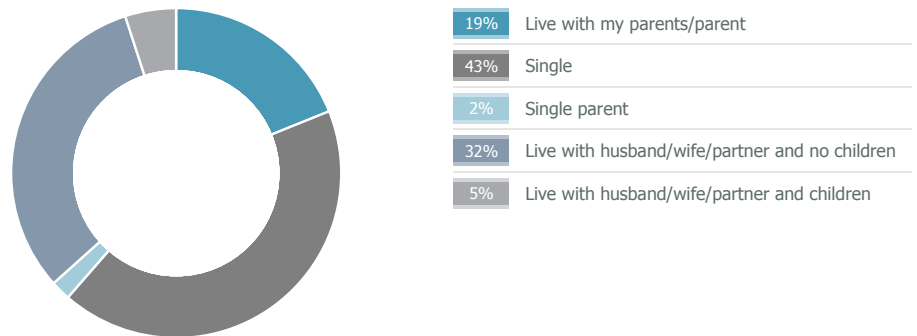
Evaluation distributed according to Living arrangement

Live with my parents/parent
Single
Single parent
Live with husband/wife/partner and no children
Live with husband/wife/partner and children

Live with my parents/parent
Single
Single parent
Live with husband/wife/partner and no children
Live with husband/wife/partner and children
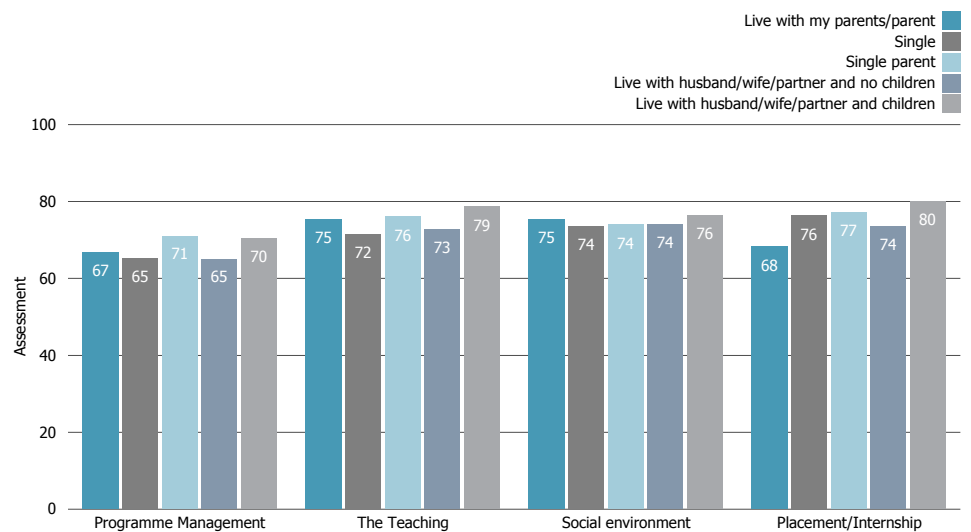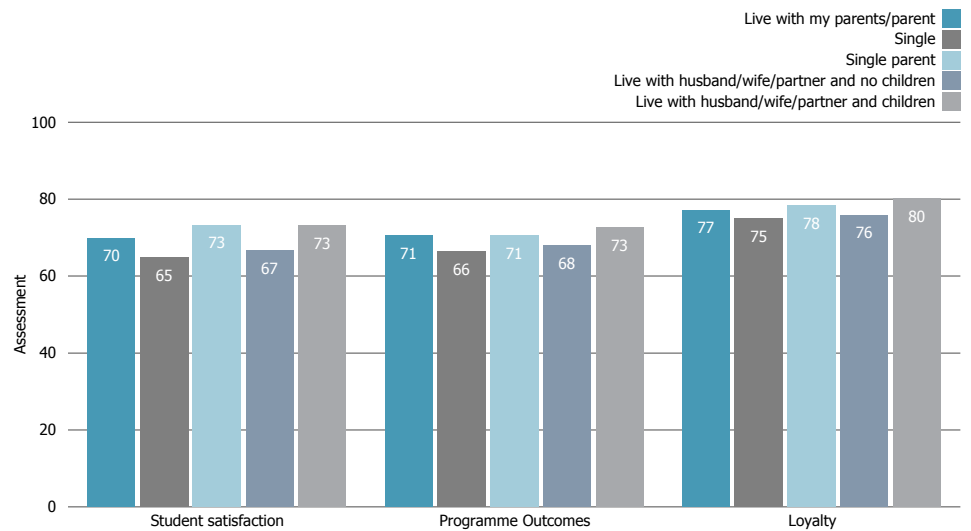
Background analysis - How long do you spend on transport to your educational institution

Distribution of students

8%	0-10 minuts
21%	11-20 minuts
22%	21-30 minuts
29%	31-59 minuts
16%	1-2 hours
5%	More than 2 hours
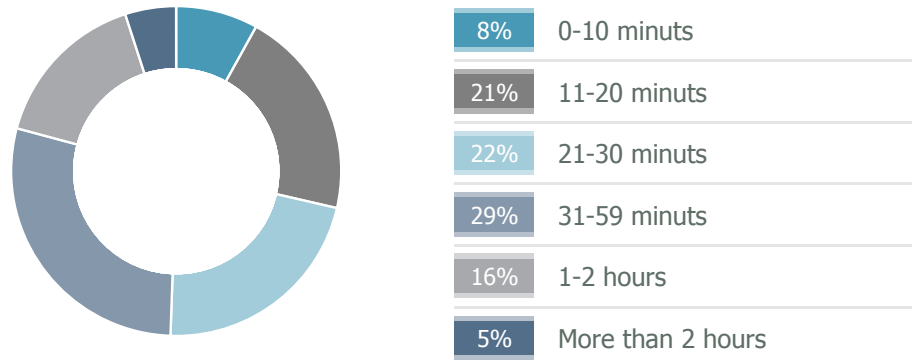
Evaluation distributed according to How long do you spend on transport to your educational institution

Legend: 0-10 minuts, 11-20 minuts, 21-30 minuts, 31-59 minuts, 1-2 hours, More than 2 hours

Assessment

	0-10 minuts	11-20 minuts	21-30 minuts	31-59 minuts	1-2 hours	More than 2 hours
Student satisfaction	67	66	67	67	68	68
Programme Outcomes	68	67	68	68	70	69
Loyalty	77	76	77	75	77	76

Assessment

	0-10 minuts	11-20 minuts	21-30 minuts	31-59 minuts	1-2 hours	More than 2 hours
Programme Management	66	66	66	65	67	67
The Teaching	73	72	73	72	76	75
Social environment	76	74	75	73	75	73
Placement/Internship	77	75	71	77	74	79

Background analysis - Priority of your current programme when you applied for admission

Distribution of students

%	Priority
84%	1. priority
11%	2. priority
3%	3. priority
2%	4. priority or lower
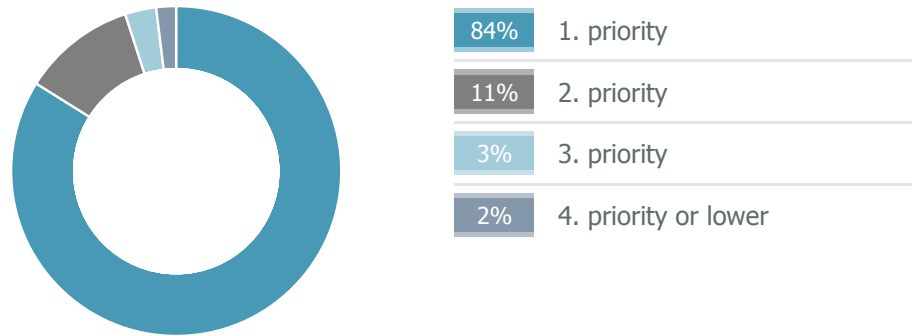
Evaluation distributed according to Priority of your current programme when you applied for admission

Legend:
- 1. priority
- 2. priority
- 3. priority
- 4. priority or lower

Assessment

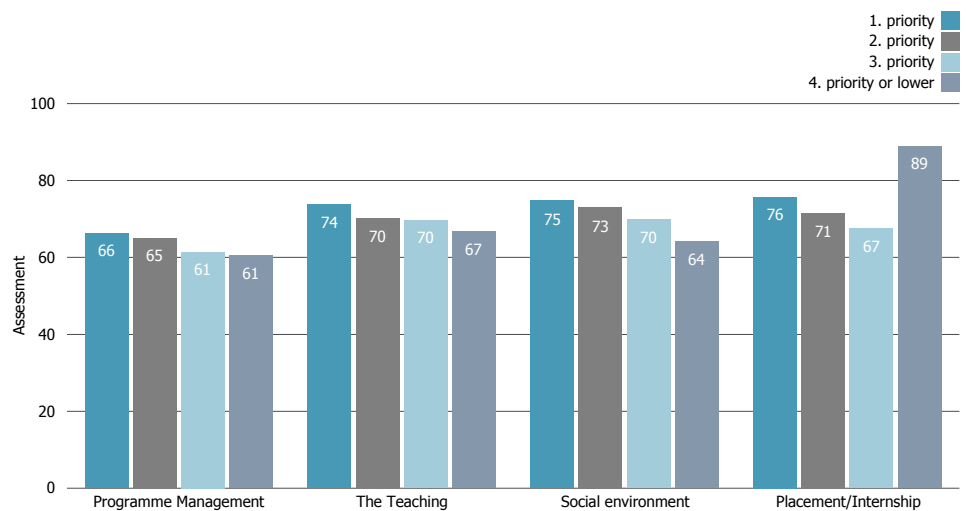|	1. priority	2. priority	3. priority	4. priority or lower
Student satisfaction	68	65	58	56
Programme Outcomes	69	65	63	61
Loyalty	77	73	66	68

Assessment

	1. priority	2. priority	3. priority	4. priority or lower
Programme Management	66	65	61	61
The Teaching	74	70	70	67
Social environment	75	73	70	64
Placement/Internship	76	71	67	89
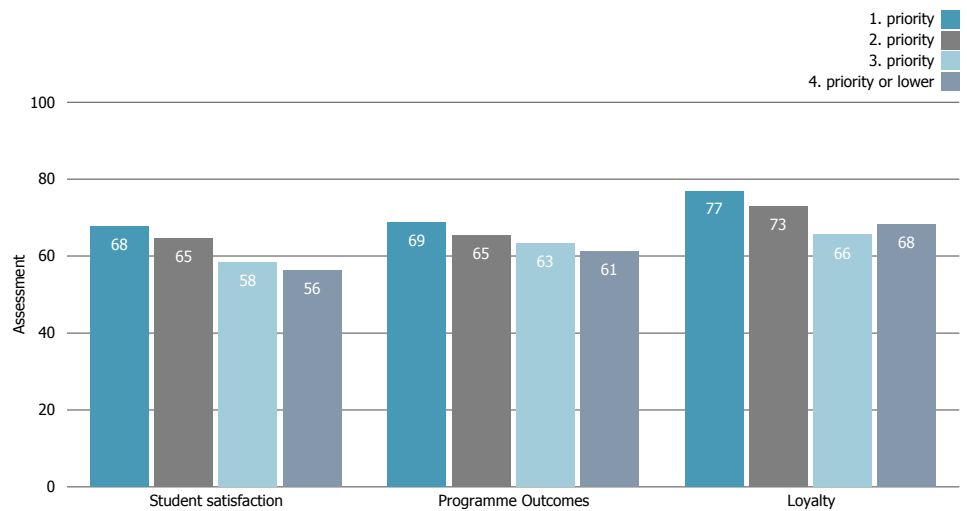
Background analysis - Semesters/modules

Distribution of students
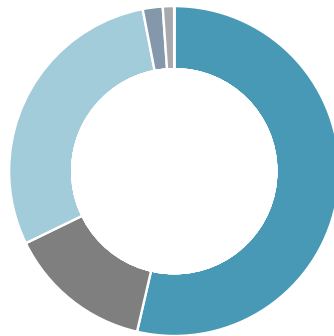
53%	1. semester/1.-2. module
14%	2. semester/3.-4. module
29%	3. semester/5.-6. module
2%	4. semester/7.-8. module
1%	5. semester/9.-10. module
0%	6. semester/11.-12. module
0%	7. semester/13.-14. module
0%	8. semester/15.-16. module
0%	9. semester/17.-18. module

Evaluation distributed according to Semesters/modules

Legend:
- 1. semester/1.-2. module
- 2. semester/3.-4. module
- 3. semester/5.-6. module
- 4. semester/7.-8. module
- 5. semester/9.-10. module

	Student satisfaction	Programme Outcomes	Loyalty
1. semester/1.-2. module	71	70	78
2. semester/3.-4. module	66	68	77
3. semester/5.-6. module	61	64	73
4. semester/7.-8. module	55	59	71
5. semester/9.-10. module	65	69	77

Legend:
- 6. semester/11.-12. module
- 7. semester/13.-14. module
- 8. semester/15.-16. module
- 9. semester/17.-18. module

	Student satisfaction	Programme Outcomes	Loyalty
6. semester/11.-12. module	65	72	81
7. semester/13.-14. module	67	76	80
8. semester/15.-16. module	Too few responses / no responses	Too few responses / no responses	Too few responses / no responses
9. semester/17.-18. module	Too few responses / no responses	Too few responses / no responses	Too few responses / no responses

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Background analysis - Semesters/modules

Evaluation distributed according to Semesters/modules

Legend (top chart):
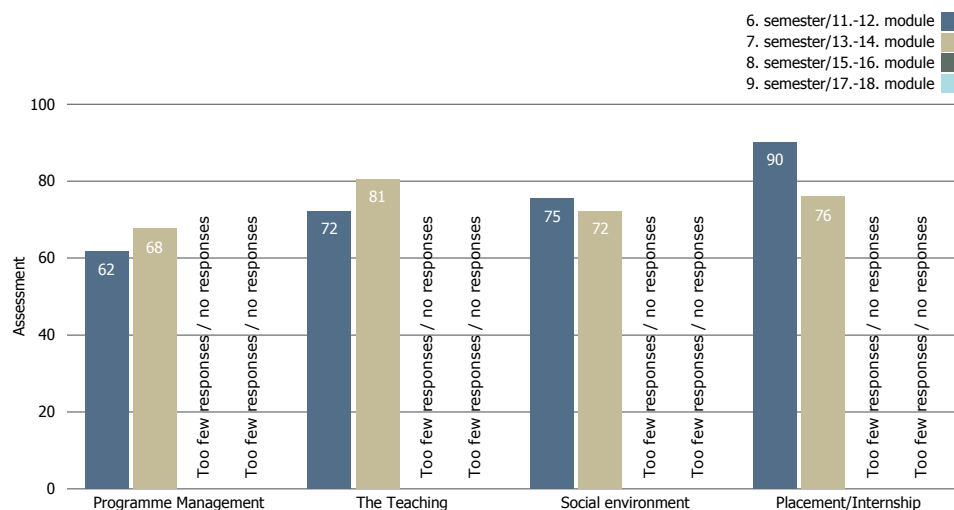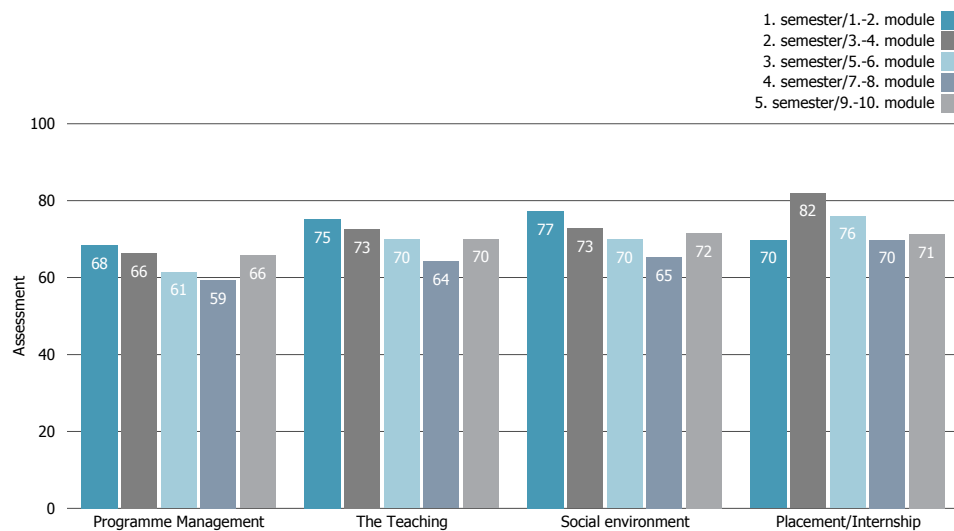- 1. semester/1.-2. module
- 2. semester/3.-4. module
- 3. semester/5.-6. module
- 4. semester/7.-8. module
- 5. semester/9.-10. module

Assessment

Programme Management	The Teaching	Social environment	Placement/Internship
68, 66, 61, 59, 66	75, 73, 70, 64, 70	77, 73, 70, 65, 72	70, 82, 76, 70, 71

Legend (bottom chart):
- 6. semester/11.-12. module
- 7. semester/13.-14. module
- 8. semester/15.-16. module
- 9. semester/17.-18. module

Assessment

Programme Management	The Teaching	Social environment	Placement/Internship
62, 68, Too few responses / no responses, Too few responses / no responses	72, 81, Too few responses / no responses, Too few responses / no responses	75, 72, Too few responses / no responses, Too few responses / no responses	90, 76, Too few responses / no responses, Too few responses / no responses

[39]

Appendix – on ratings and calculated importance
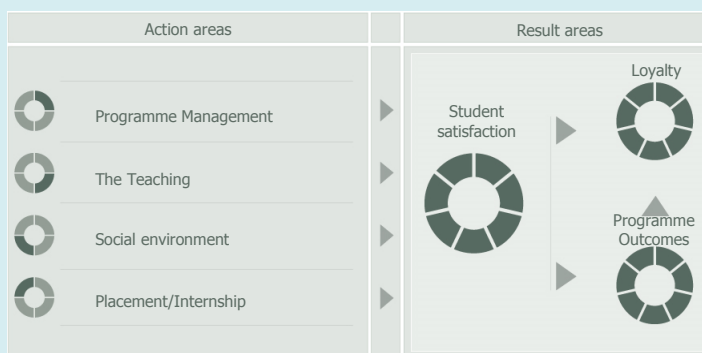
|	
Survey model	Ennova has developed a survey model specifically for higher education/professional degree courses in business academies and professional colleges. This model guarantees the best possible description of the creation of Student Satisfaction and Loyalty in Denmark's multitude of educational 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 four factors in the model affect Student Satisfaction at the educational institution. This will affect the students' 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.

Action areas		Result areas	
Programme Management	▶	Student satisfaction	Loyalty
The Teaching	▶		
Social environment	▶		Programme Outcomes
Placement/Internship	▶		

Appendix – on ratings and calculated importance

Ratings

In the questionnaire, the employees have answered the questions on a scale of 1 to 10, where 1 is the lowest rating 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.
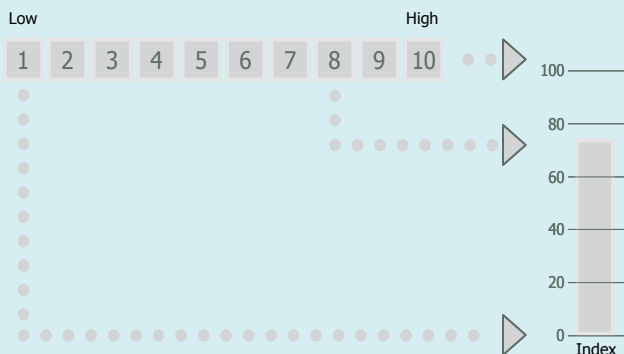
Importance: Where to start?

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 students.

The degree of correlation determines the areas in which further work will be most effective in terms of improving the Student Satisfaction. 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 Student Satisfaction.

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

Where to start?

- PROGRAMME MANAGEMENT...
- THE TEACHING...
- SOCIAL ENVIRONMENT...
- PLACEMENT/INTERNSHIP...

Appendix – overall and specific priority maps

Two types of priority maps	The report uses two types of priority maps: an overall priority map and a number of specific priority maps.
Overall priority map	The overall priority map indicates the prioritisation of the four areas: Programme Management, The Teaching, Social environment and Placement/Internship. 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. Please note: As a rule, the overall priority map should determine which area is assigned the highest priority in the ongoing development work. The specific priority maps are then used to identify the questions that contribute most to the area.
Specific priority maps	The specific priority maps are more detailed and show prioritisation at question level. 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.
An example	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. 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).