European Humanities University

STUDENT SURVEY REPORT

For the First Semester, 2013–2014

I. SURVEY DESCRIPTION

I.1 Survey goals

The purpose of the EHU Student Survey is to provide academic community and University administrators with insight regarding issues that affect teaching and learning.

I.2 Surveyed population and sample size

Surveyed population: All students of EHU: 1,514

Sample size: 463 students, representative of total University enrollment

I.3 Method of interview

Questionnaires were completed by students in University auditoriums
Respondents were recruited using nonprobability sampling

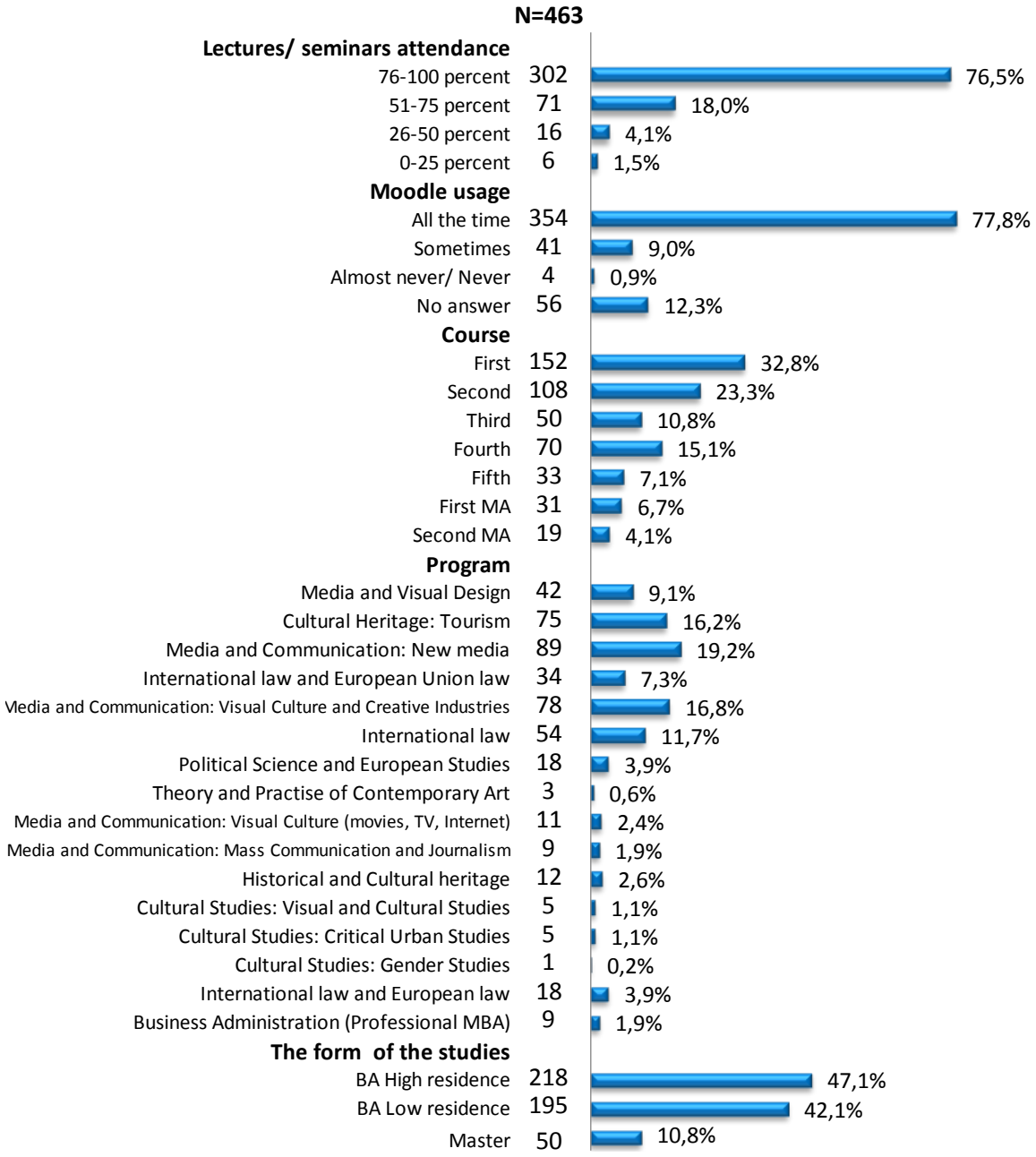
I.4 Interview Date

February 2014

I.5 Explanations

Statistically significant higher values are marked with red circles.
Statistically significant lower values are marked with blue circles.
Means are compared with inside the group.
All percentages and totals are calculated from all respondents (N=463).
Means are calculated from respondents who provided answers.

Illustration 1. Characteristics of the respondents



II. DATA ANALYSIS

II.1. General Evaluation of University teachers

During the European Humanities University (EHU) Student Survey, students evaluated their teachers on a scale of 1 to 4 according to 17 statements. During the analysis of data, the **general evaluation (average of evaluation of all 17 statements) of teachers is 1,47** on a scale from 1 to 4, where 1 means "Agree strongly" and 4 means "Disagree strongly." This indicator (1,47) shows that overall satisfaction with a teacher's work among the students is high (much more than an arithmetical average which is 2,5).

Comparing the overall satisfaction rate of teaching quality with criteria for student evaluation of teachers, we can state that students are **most satisfied with the availability of materials required for the studies** and **performance of a schedule in classes and in Moodle.** These statements were evaluated for 1,3 points.

Other statements evaluated more positively by students (statistically significantly lower from the general evaluation of teachers) are: Teacher's interaction with students in a professional and correct manner (1,4), representation of material in a clear and consistent manner (1,4) and objective and impartial evaluation of completed tasks (1,4).

Criteria that were evaluated less positively (statistically significantly higher from general evaluation of teachers) are: ability to attract student interest in the subject and profession (1,7), feedback of completed assignments in a timely manner (1,6), reasonable study load (1,6), clear and understandable criteria for giving grades (1,6), introduction of scientific debate and research on the topic of the course (1,6), overall satisfaction with the quality of the content of studied discipline (1,6), availability of teacher to provide advice after classes (1,5), overall satisfaction with the quality of the teaching of studied discipline (1,5) and efforts of the teacher to help students overcome difficulties during studies (1,5).

There are some significant differences between the general evaluation of EHU teachers and different groups of students. Students of the second master course more frequently better estimated teachers than students from the second bachelor course. Students attending the "Cultural Studies: Visual and Cultural Studies" program estimated teachers less positively than students attending other study programs. Low residence students evaluate teachers more positively than high residence students.

All differences in teacher evaluations by criteria among the courses students attend (also among the studied program) can be seen in Illustrations 4–7. Overall remarks for these data are that students of second master course evaluate most of criteria with a statistically significant more positive rate than other students. Another observation in this study is that high residence students estimated some criteria less positively than students of low residence studies.

The evaluation of University teachers compared to AY2012–2013 is rather similar. Both periods the general evaluation of teachers is 1,5 points. Second-year master course students were more satisfied with the teachers' work in general in AY2013–2014, while first-, second-, third-, and fifth-course students were more satisfied with the work of teachers in AY2012–2013.

Both surveys showed that students from "Cultural studies: Visual and Cultural Studies" program were most dissatisfied with the teachers' work. In AY2012–2013 students from "Political Science and European Studies" program were most satisfied with teachers' work. In AY2013–2014, the best evaluation of teachers' work was made by Business Administration (Professional MBA) students.

Analysing trends in the evaluation of different criteria of satisfaction with teaching, it could be stated that both years' students were most satisfied with the uploading of materials into Moodle in time: the average evaluation of this statement is 1,3 points. The other statements that were evaluated **more positively** than the previous year are the following:

- availability of materials required for the studies
- performance of a schedule in classes and in Moodle
- teacher's interaction with students in a professional and correct manner
- objective and impartial evaluation of completed tasks

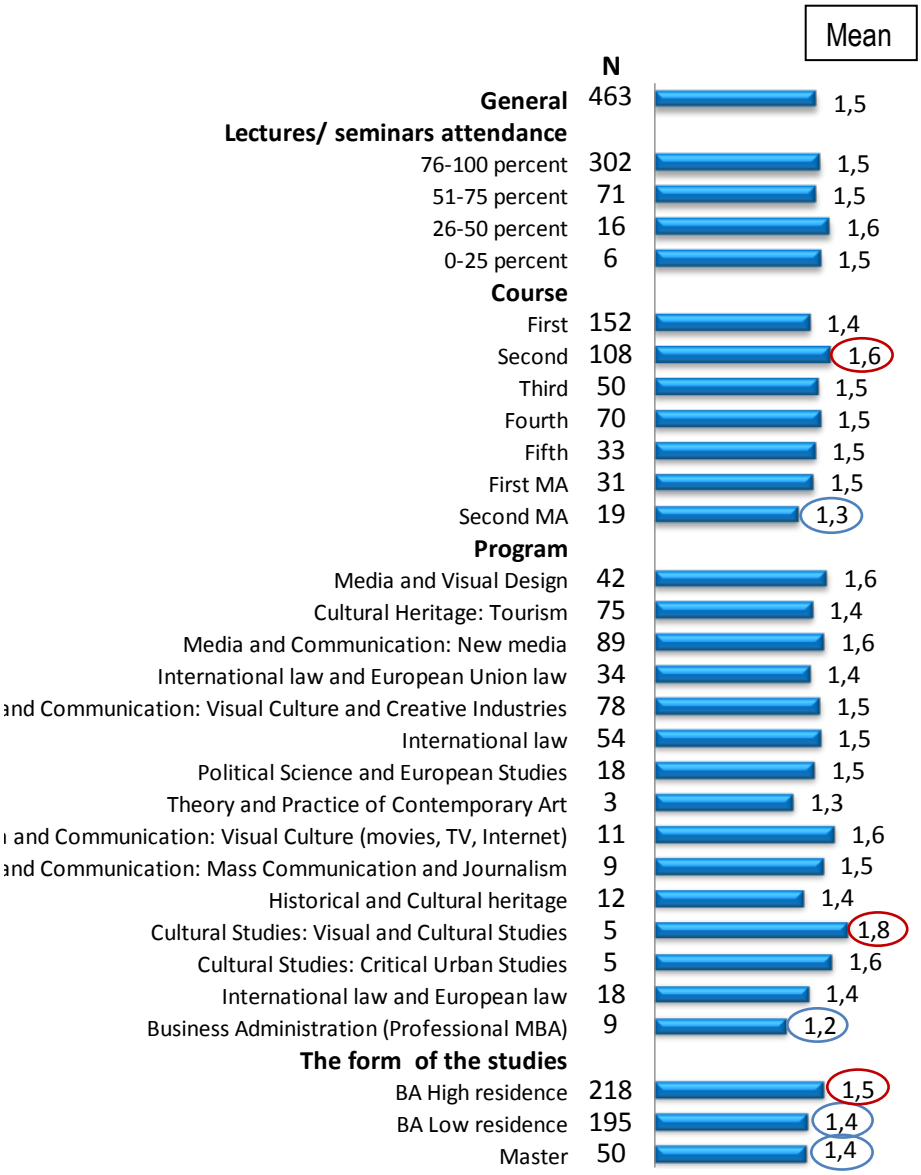
Criteria that were evaluated **less positively** compared to the previous year are:

- teachers' availability to provide advices after lectures
- overall satisfaction with the quality of the content of studied discipline
- clear, understandable, and acknowledged criteria for giving grades
- reasonable study load; feedback of completed assignments in a timely manner
- ability to attract student interest in the subject and profession

Illustration 2. Evaluation of EHU teachers (Means calculated using a scale from 1 to 4, where 1 = "Agree strongly" and 4 = "Disagree strongly")

Values in orange bars are statistically significantly lower than average evaluation of teachers
Values in yellow bars do not statistically significantly differ from the average evaluation of teachers
Values in blue bars are statistically significantly higher than average evaluation of teachers

Illustration 3. General evaluation of EHU teachers; Organized by student characteristics[1]



[1] Statistically significant higher values are marked with red circles. Statistically significant lower values are marked with blue circles.

Illustration 4. Evaluation of EHU teachers by criteria; Organized by student characteristics I

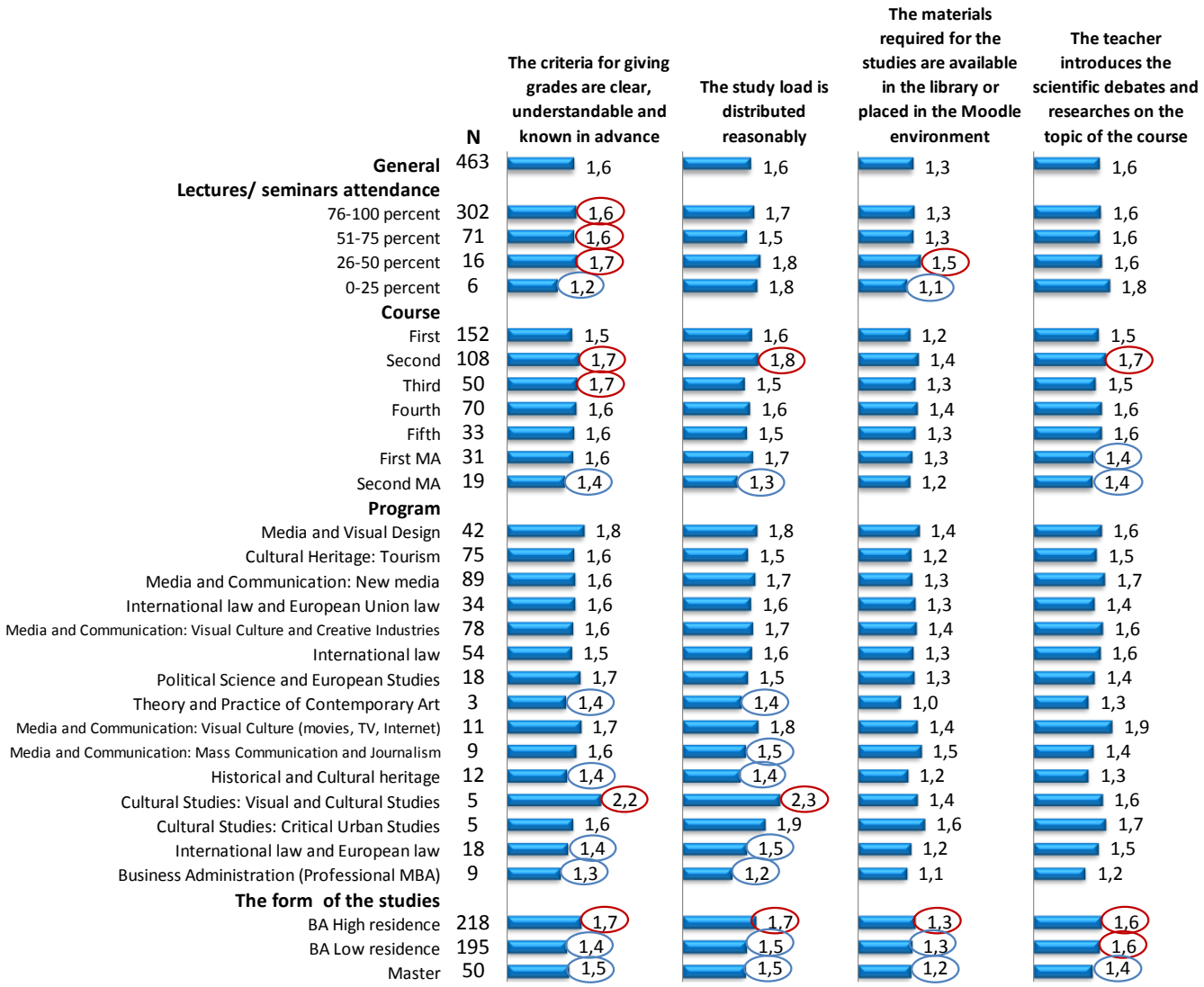


Illustration 5. Evaluation of EHU teachers by criteria; Organized by student characteristics II

Illustration 6. Evaluation of EHU teachers by criteria; Organized by student characteristics III

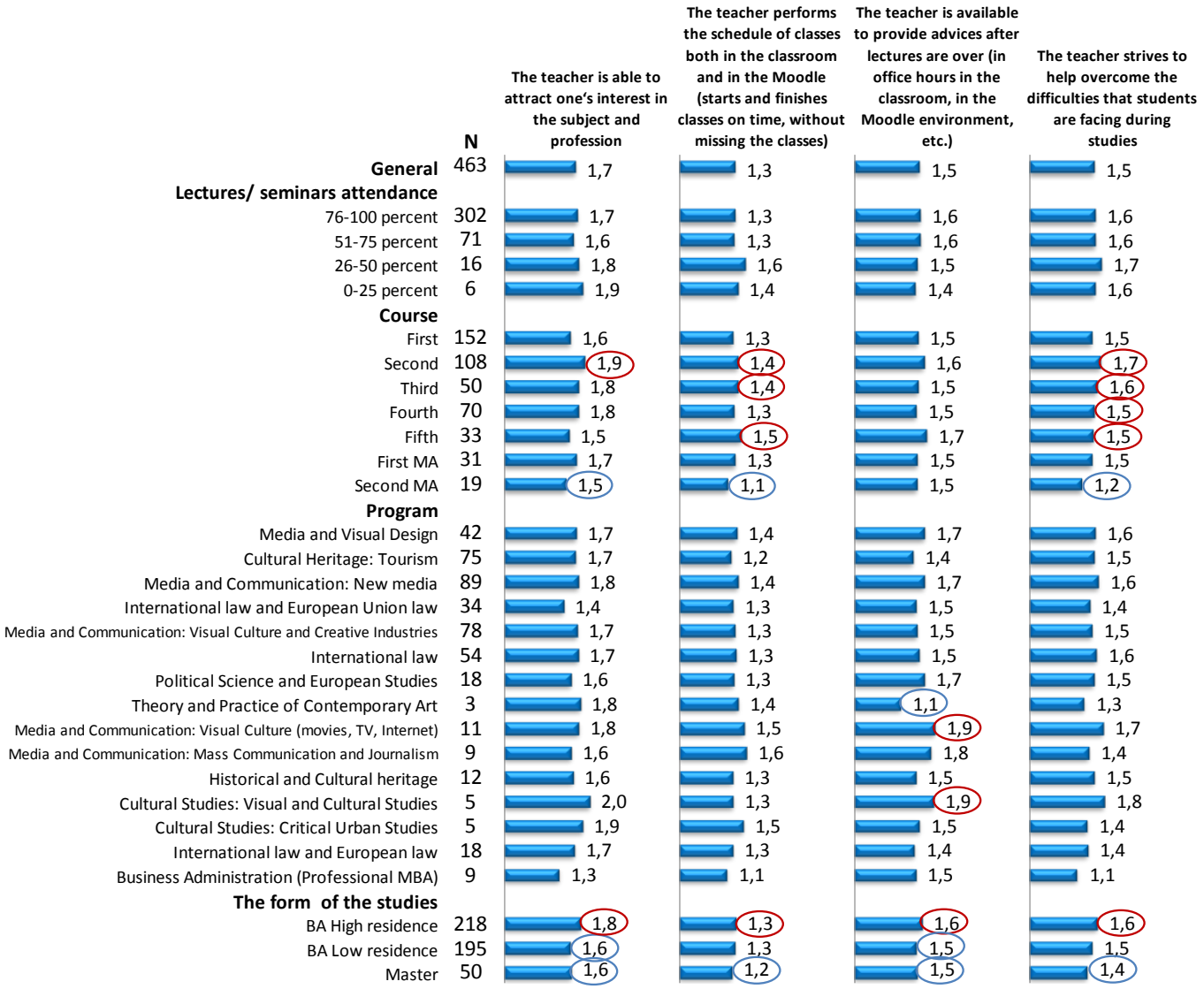


Illustration 7. Evaluation of EHU teachers by criteria; Orgainzed by student characteristics IV

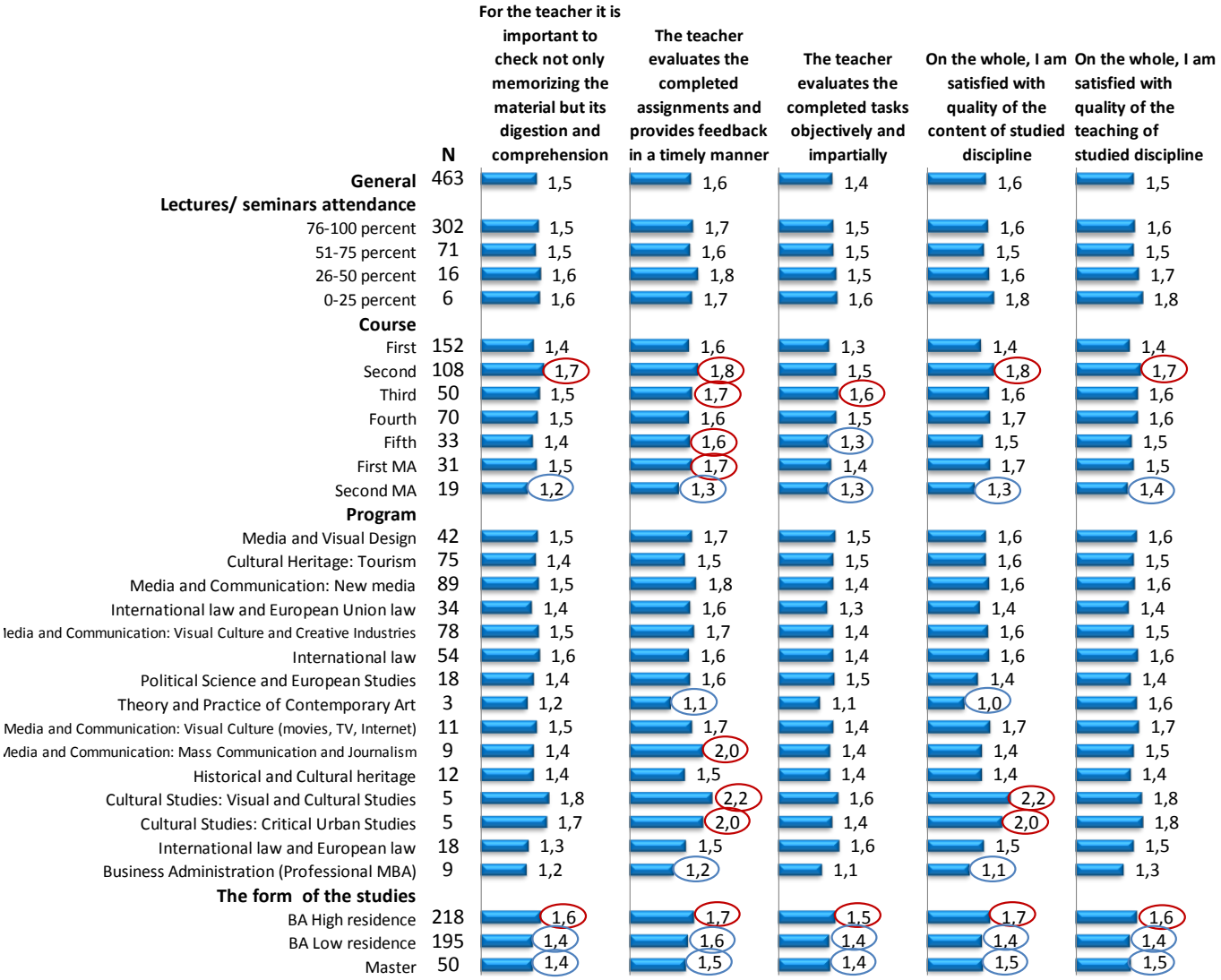
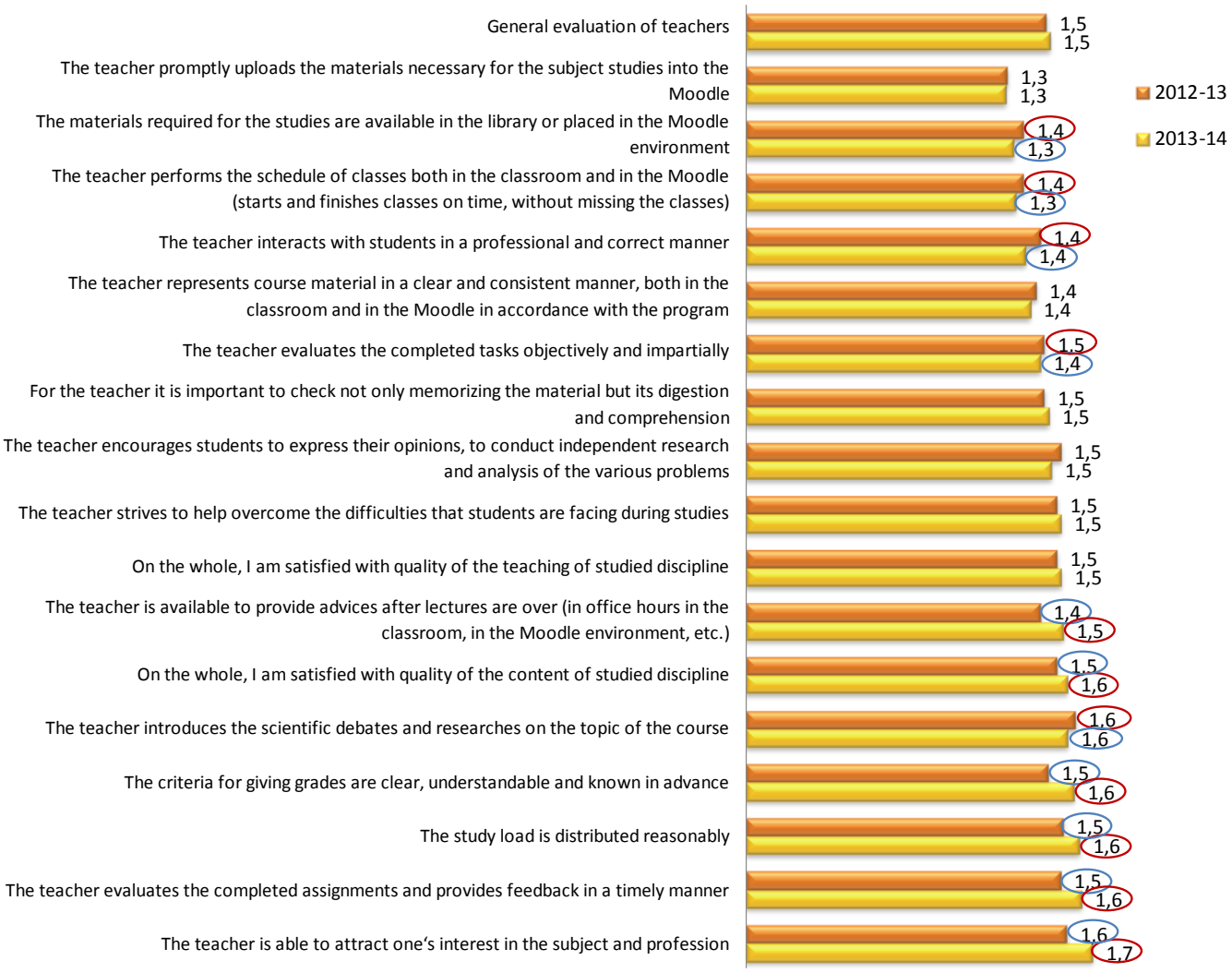


Illustration 8. Evaluation of EHU teachers in AY2012–2013 and AY2013–2014 (Means calculated using a scale from 1 to 4, where 1 = "Agree strongly" and 4 = "Disagree strongly")



II.2. Evaluation of EHU Administration

EHU students were asked in this survey to evaluate different departments of university administration. Two main statements were used for evaluation: a general evaluation of a department, and the ability to solve problems. For an evaluation of supervisors, criteria of communication were used, and for the Administration of Academic Departments, a statement providing information in a timely manner was applied.

The results of the survey reveal that the most favourable student views (means evaluated on a scale from 1 to 4, where 1 indicates "agree strongly", 4 indicates "disagree strongly") are for Supervisors (1.5). Slightly lower estimations by students were given for Academic Secretariat and the Administration of Academic Departments (both means are 1,8).

On the subject of solving problems, the Finance Department (1,7), Mobility and Operation Unit (1,7) and Student's Services Unit (1,7) received higher estimations. The Administration of Academic Departments received the lowest estimation (1,9).

Analysing overall satisfaction with the work of administration of departments, we can see that the combined average value is the highest for the Supervisor (average mean of assessments: 1,5). The lowest evaluations are for Administration of Academic Departments (1,8), considered to be related to the restructuring of administrative departments by abolishing the MA and BA schools' in 2013.

Analysing data by students' characteristics reveals that a supervisor is evaluated more negatively by students who attend 0–25% of classes and seminars. The Administration of Academic Departments is assessed more negatively by high residence students, especially fourth-course students.

There are many statistically significant differences in evaluation of EHU Administration compared to AY2012–2013. The aspects of the work of administration that were evaluated less highly in AY2013–2014:

- work of the Academic Secretariat
- resolving problems by the Academic Secretariat
- work of the Finance Department
- resolving problems by the Finance Department
- work of the Mobility and Operations Unit
- resolving problems by the Mobility and Operations Unit
- work of the Student's Services Unit
- resolving problems by the Student's Services Unit
- work of the IT Unit
- resolving problems by the IT Unit

These criteria of the work of Administration were evaluated at the same rate as follows:

- work of supervisor
- provision of information about studies
- resolving problems by Administration of Academic department

Only the latter two received better evaluations this year:

- communication with a supervisor,
- work of administration of Academic department.

Illustration 9. Evaluation of Supervisor

Please assess the work of supervisors (coursework, undergraduate, semester, and Master's works)

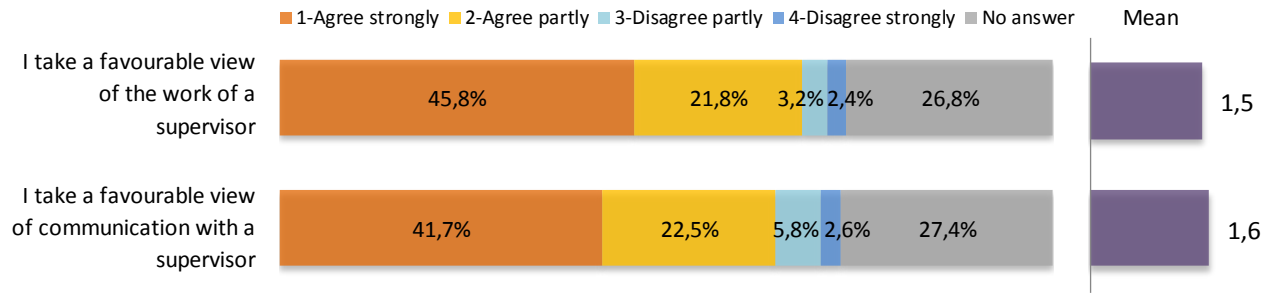


Illustration 10. Evaluation of the Administration of Academic Departments

Please assess the work of the Administration of Academic Departments (program curators, managers, and supervisors of Academic Departments)

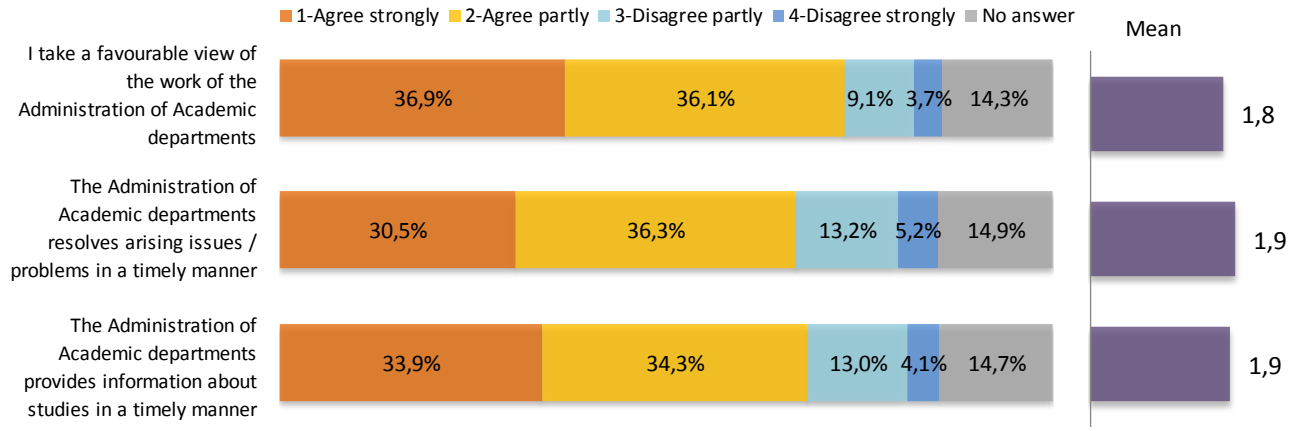


Illustration 11. Evaluation of the Academic Process Support Centre

Please assess the work of the Academic Process Support Centre

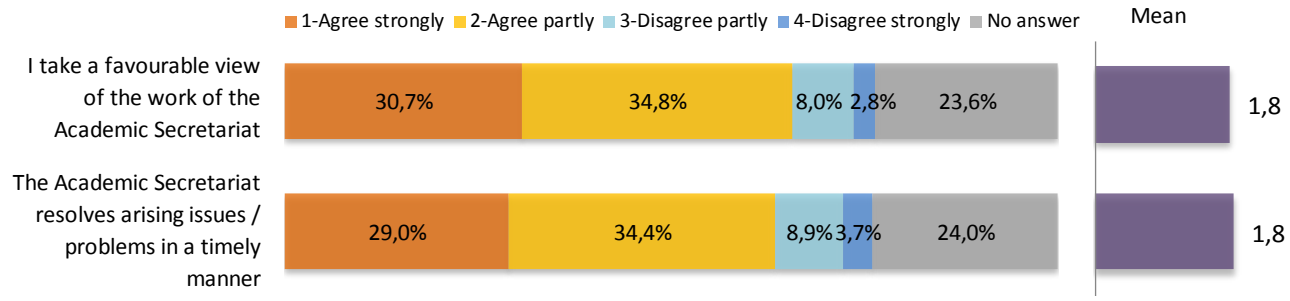


Illustration 12. Evaluation of the Finance Department

Please assess the work of the Finance Department

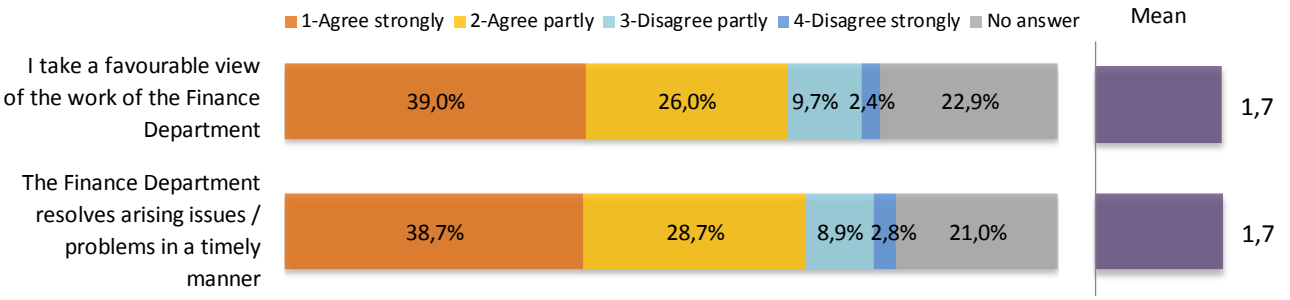


Illustration13. Evaluation of the Mobility and Operations Unit

Please assess the work of the Mobility and Operations Unit

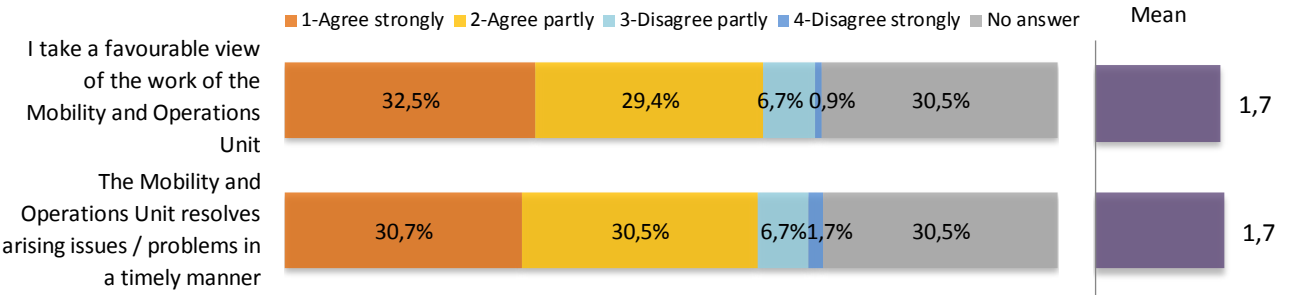


Illustration14. Evaluation of the Student's Services Unit

Please assess the work of the Student's Services Unit

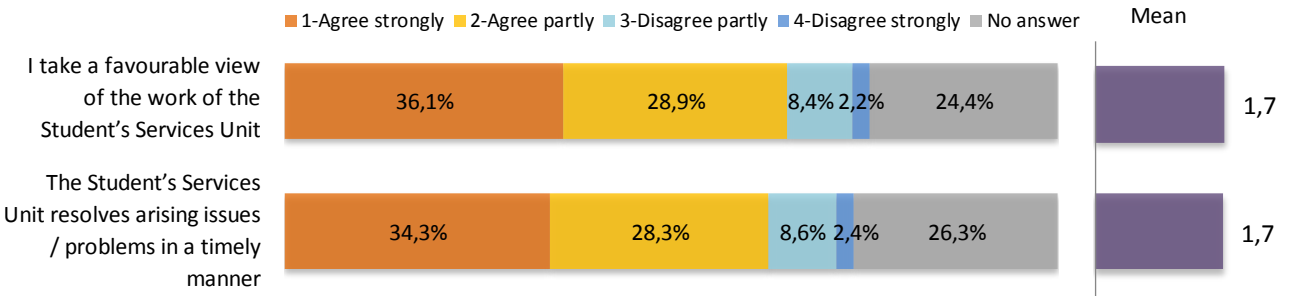


Illustration 15. Evaluation of the IT Unit

Please assess the work of the Information Technologies Unit

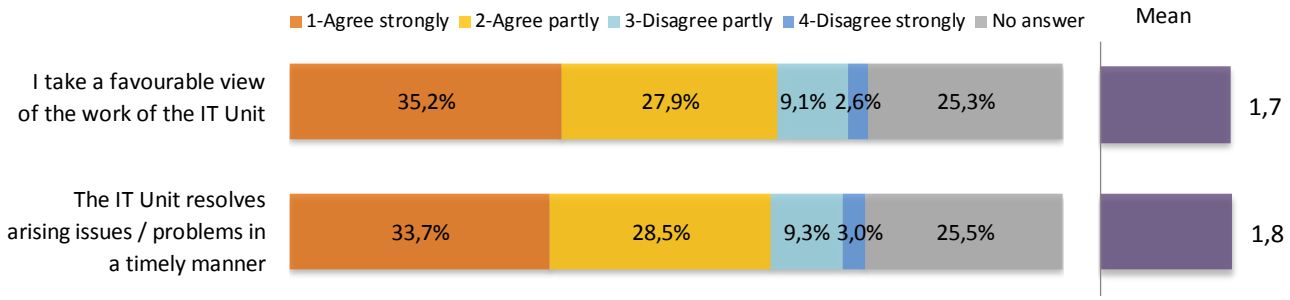


Illustration 16. Comparison of Evaluation of Administration Departments

Evaluate each department or unit separately

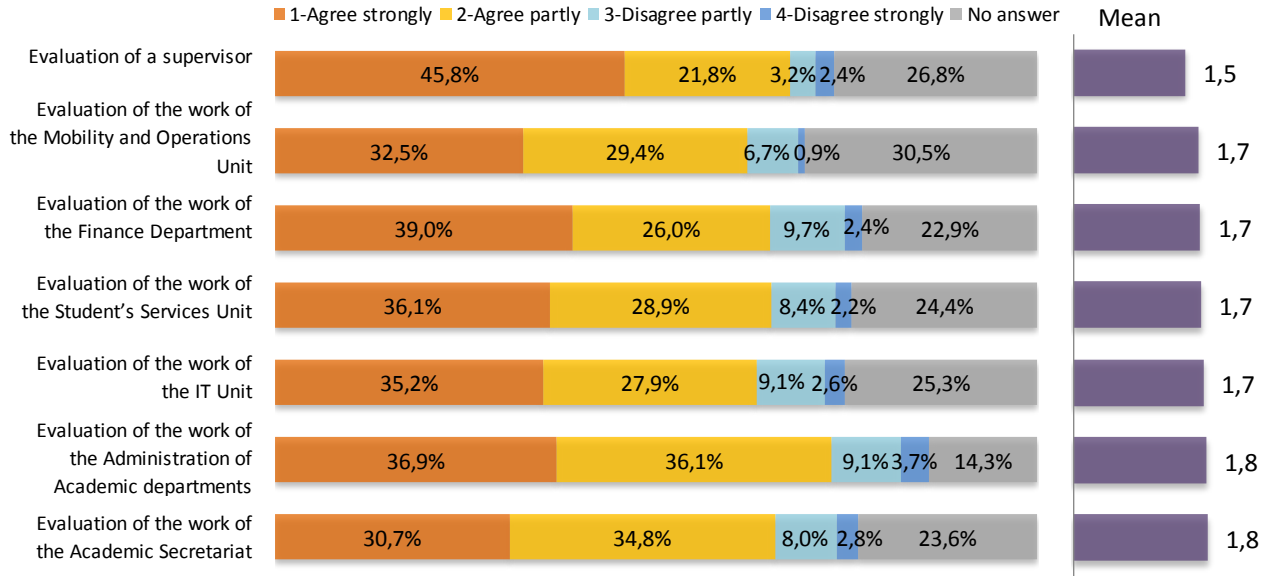


Illustration 17. Comparison of ability of Administration Departments to solve rising issues or problems in a timely manner

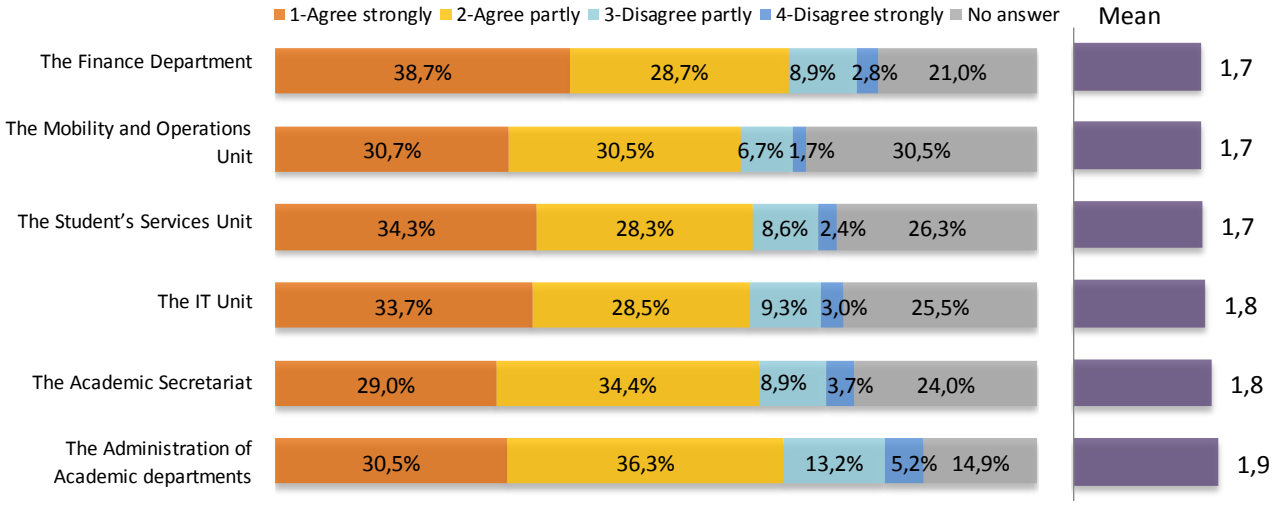


Illustration 18. Comparison of overall evaluation of Administration Departments

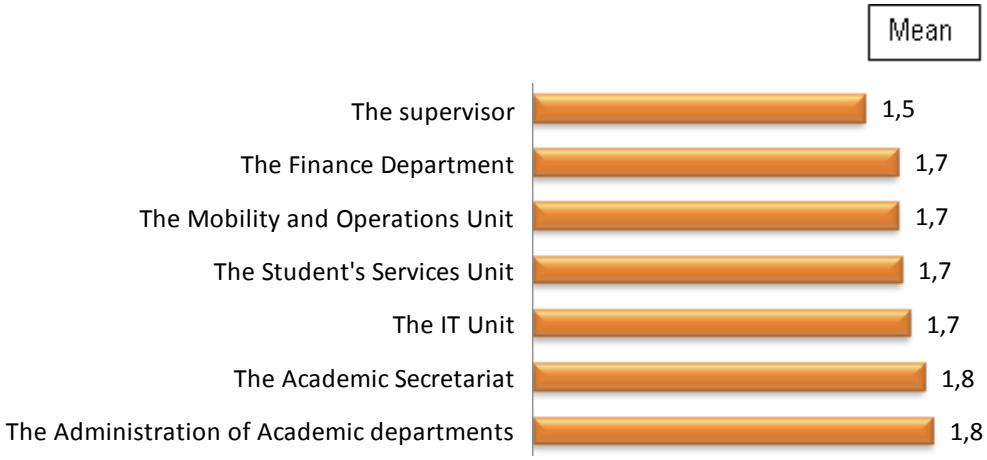


Illustration 19. General evaluation of academic departments divided by student characteristics

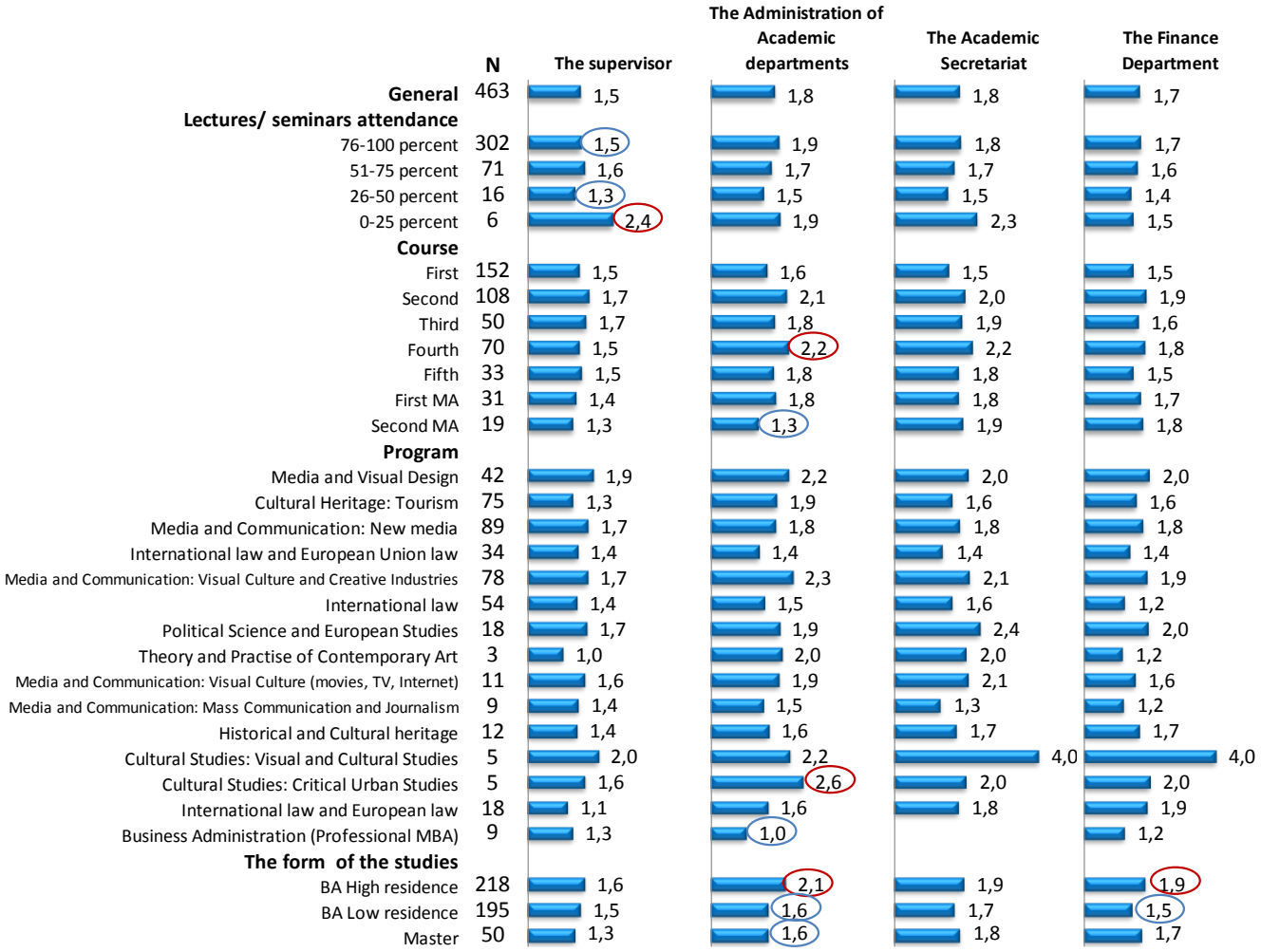


Illustration 20. General evaluation of Academic Departments divided by student characteristics I

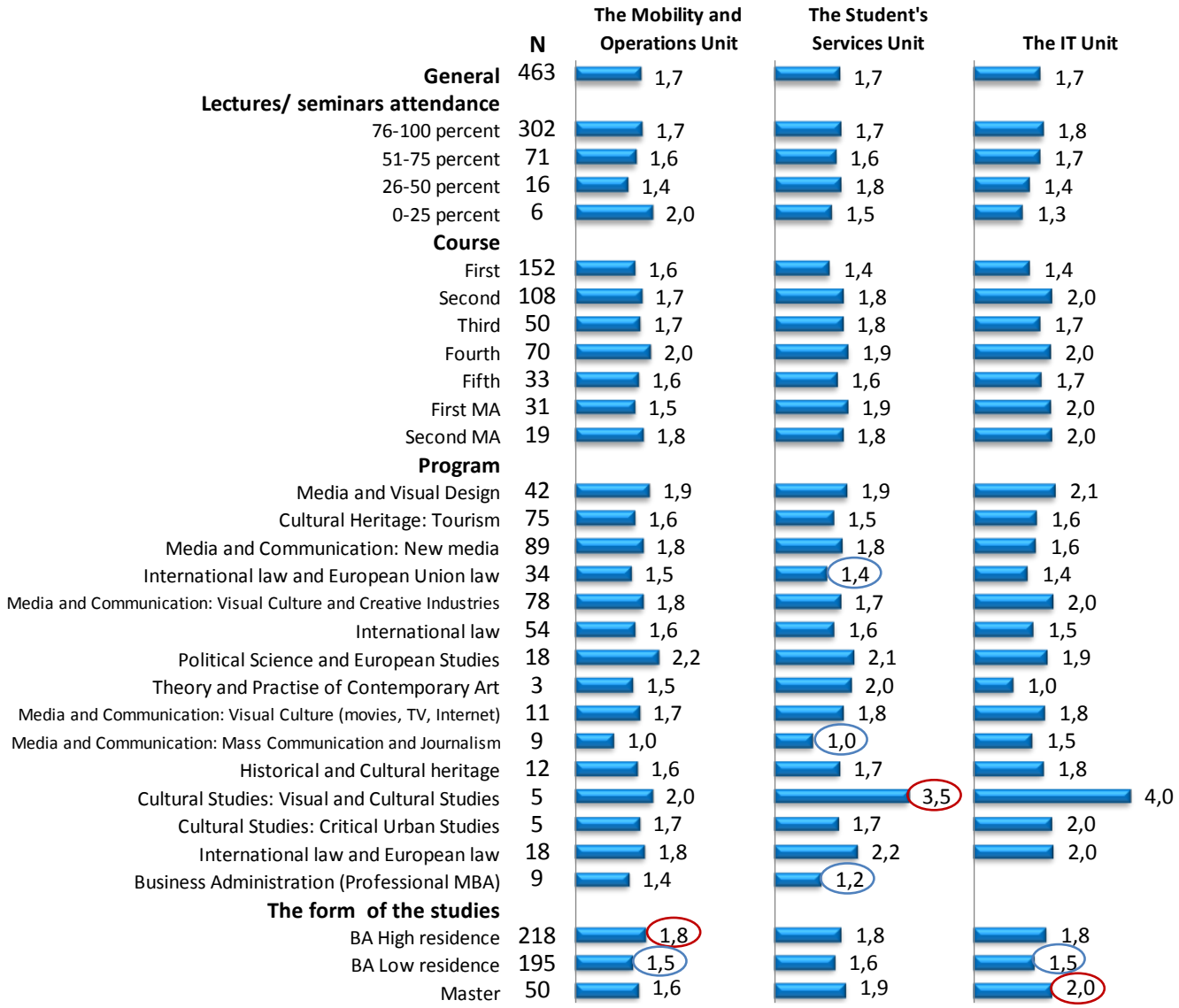


Illustration 21. Evaluation of EHU administration divided by form of studies

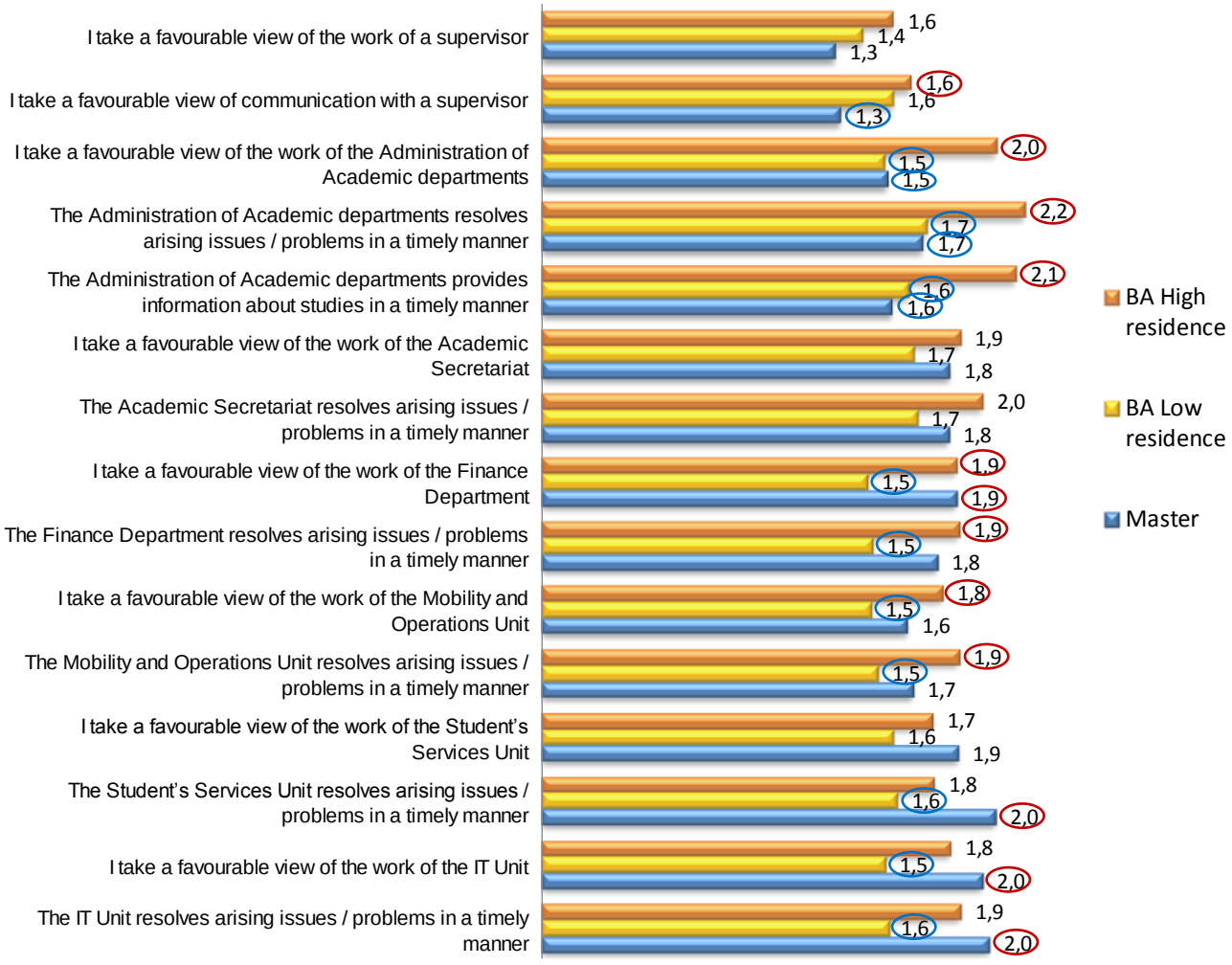
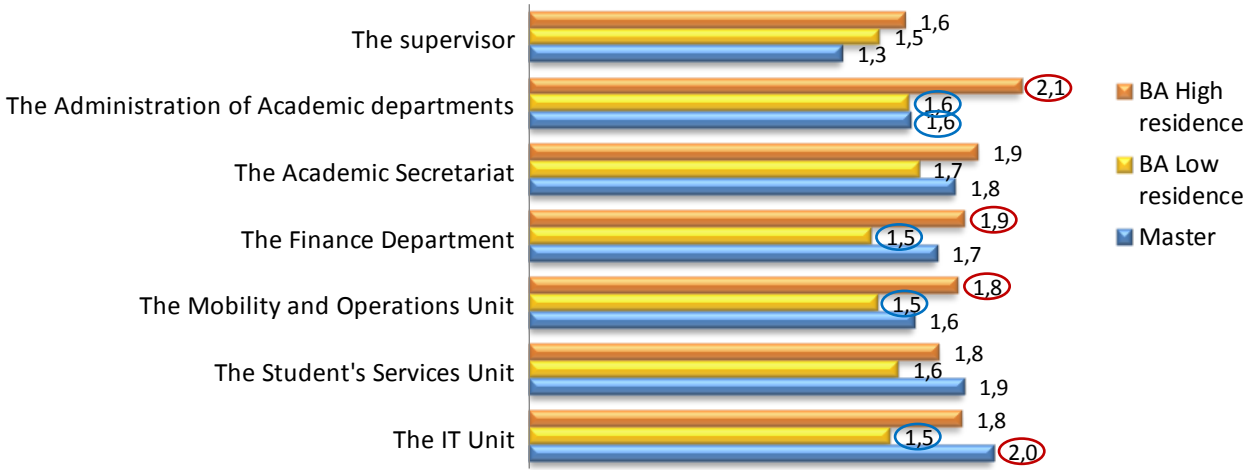


Illustration 22. Overall evaluation of Administration Departments divided by form of the studies



llustration 23. Evaluation of EHU administration in AY2012–2013 and AY2013–2014 (Means calculated using a scale from 1 to 4, where 1 = "Agree strongly" and 4 = "Disagree strongly")

II.3. Evaluation of the social environment

Results of the EHU student survey show that the **social environment is evaluated positively**: the average evaluation is 1,8 on a scale of '1 = Yes' through '4 = No.' Friendly relationships between students and cooperative relationships between students and teachers were evaluated slightly more positively than other statements (both for 1,7 points). These statements were evaluated more highly by low residence and master students. The variety of extra-academic activities and feeling comfortable—not under stress—at the University were evaluated less positively (both by 2 points). Master students were especially critical toward these statements.

Evaluation of relationships between students and a cooperative relationship between students and teachers **increased significantly** compared to the previous year. Evaluation of extra-academic activities and feeling comfortable at the University **decreased significantly** compared to AY2012–2013.

High residence students felt more stress at the University in AY2013—2014 (2,2), compared to the previous AY (1,8), while there were no differences among low residence students (1,9 both AYs).

Illustration 24. Evaluation of the social environment

How would you rate the social environment of studying?

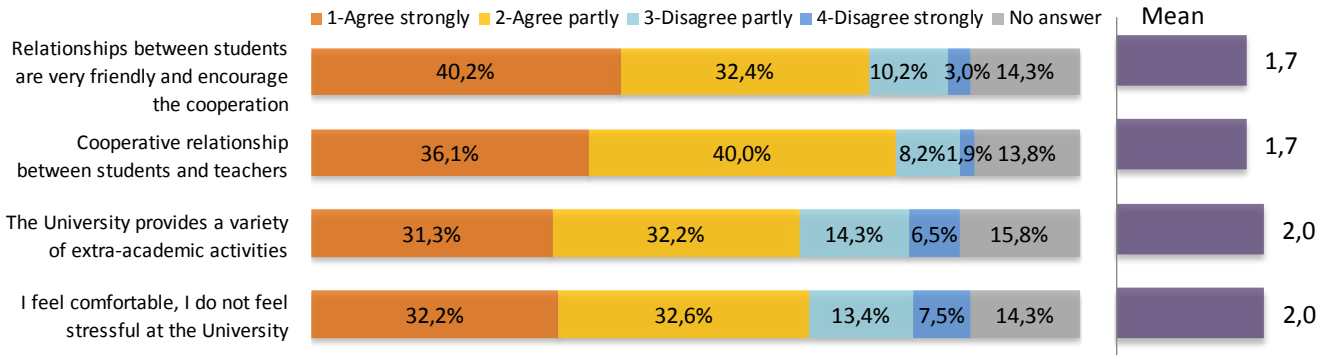


Illustration 25. Evaluation of social environment divided by student characteristics

	N	Relationships between students are very friendly and encourage the cooperation	Cooperative relationship between students and teachers	The University provides a variety of extra-academic activities	I feel comfortable, I do not feel stressful at the University
General	463	1,7	1,7	2,0	2,0
Lectures/ seminars attendance					
76-100 percent	302	1,7	1,7	1,9	2,0
51-75 percent	71	1,9	1,8	1,9	1,9
26-50 percent	16	1,7	1,7	1,9	1,9
0-25 percent	6	2,0	1,8	2,4	2,0
Course					
First	152	1,6	1,5	1,6	1,7
Second	108	1,9	2,0	1,9	2,1
Third	50	1,9	1,9	2,1	2,0
Fourth	70	1,9	1,9	2,2	2,2
Fifth	33	1,4	1,5	2,2	1,8
First MA	31	1,8	1,8	2,0	2,3
Second MA	19	1,3	1,4	3,4	2,0
Program					
Media and Visual Design	42	1,9	2,0	1,9	2,2
Cultural Heritage: Tourism	75	1,8	1,7	1,7	1,9
Media and Communication: New media	89	1,8	1,7	1,8	2,0
International law and European Union law	34	1,6	1,5	1,7	1,6
Media and Communication: Visual Culture and Creative Industries	78	1,8	1,9	2,2	2,1
International law	54	1,5	1,8	1,8	1,7
Political Science and European Studies	18	1,7	1,5	2,1	1,8
Theory and Practice of Contemporary Art	3	1,7	1,7	1,7	1,0
Media and Communication: Visual Culture (movies, TV, Internet)	11	1,6	2,0	2,6	2,3
Media and Communication: Mass Communication and Journalism	9	1,4	1,4	2,0	1,6
Historical and Cultural heritage	12	1,8	1,7	1,9	2,3
Cultural Studies: Visual and Cultural Studies	5	1,8	2,5	2,7	2,8
Cultural Studies: Critical Urban Studies	5	1,8	1,8	2,8	2,5
International law and European law	18	1,6	1,6	2,4	1,9
Business Administration (Professional MBA)	9	1,1	1,0	3,9	
The form of the studies					
BA High residence	218	2,0	1,9	1,9	2,2
BA Low residence	195	1,5	1,6	1,8	1,7
Master	50	1,6	1,6	2,5	2,2

Illustration 26. Evaluation of social environment divided by form of studies

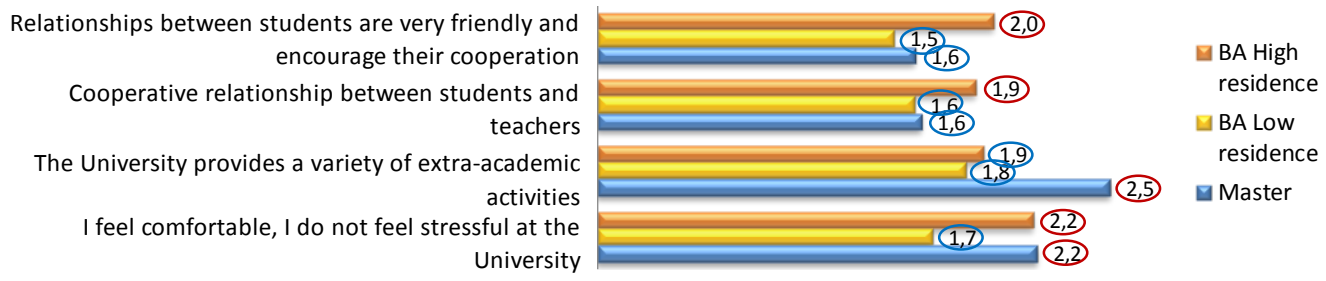


Illustration 27. General evaluation of social environment divided by student characteristics I

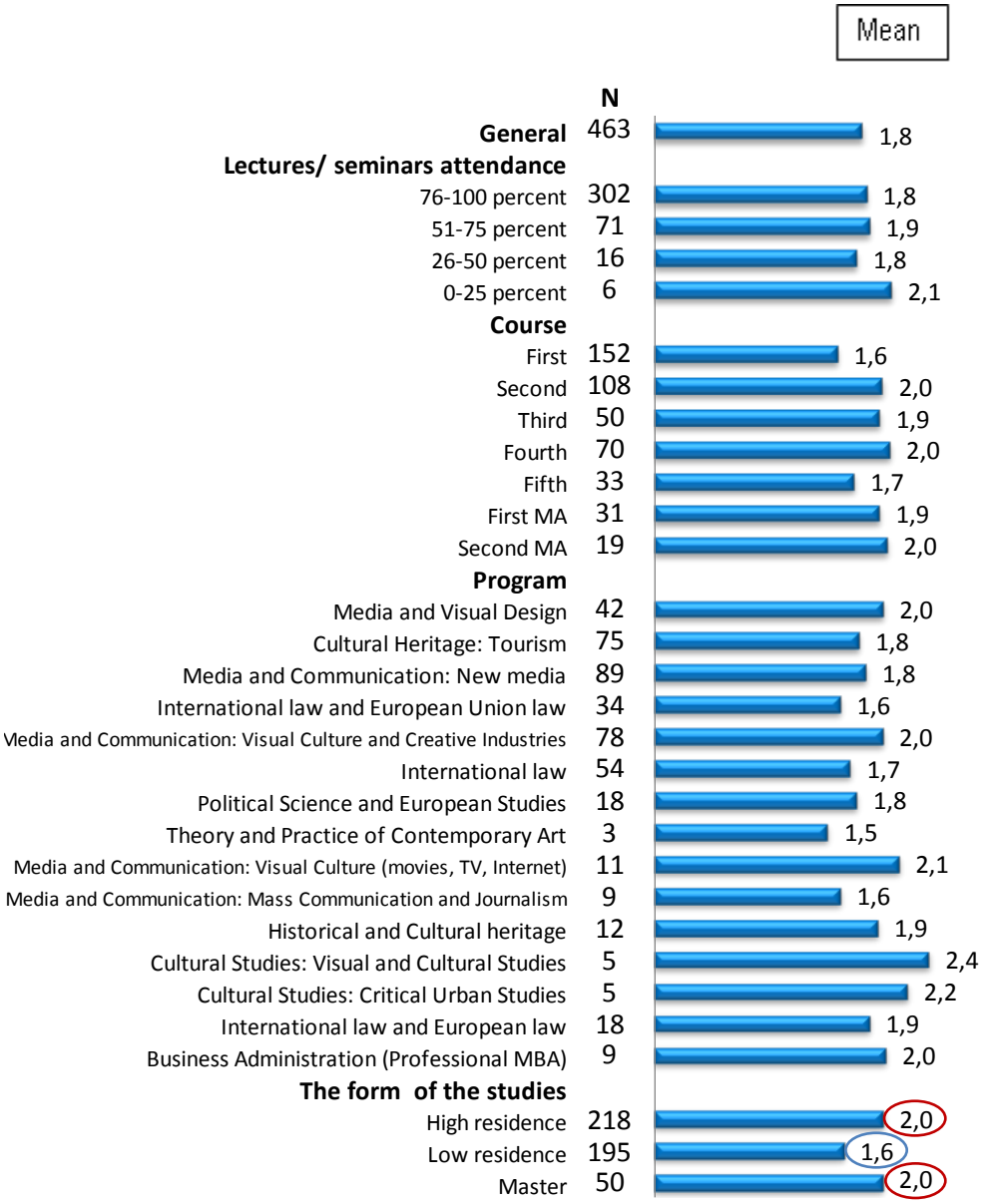
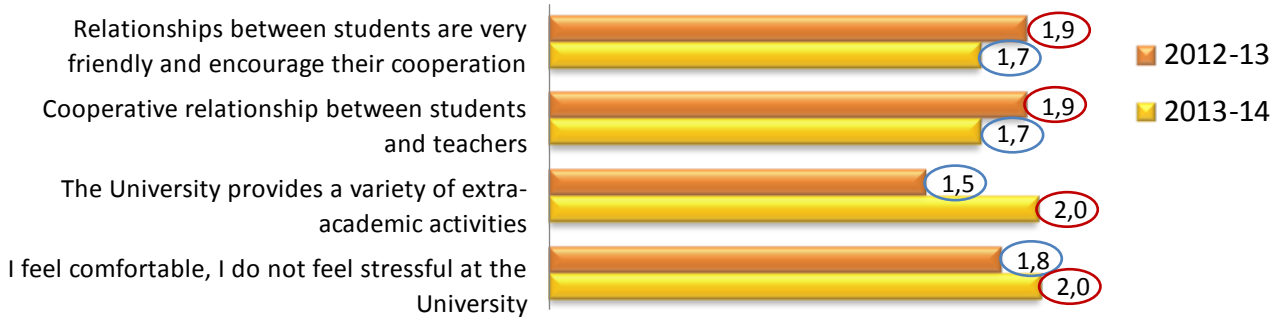


Illustration 28. Evaluation of the social environment in AY2012–2013 and AY2013–2014

How would you rate the social environment of study?


Relationships between students are very friendly and encourage their cooperation
1,9
1,7
Cooperative relationship between students and teachers
1,9
1,7
The University provides a variety of extra-academic activities
1,5
2,0
I feel comfortable, I do not feel stressful at the University
1,8
2,0
2012-13
2013-14

II.4. Evaluation of satisfaction with studies at the University

Results of this study show that **70% of students are completely satisfied or rather satisfied with their studies at the University**. Fifteen percent are completely satisfied with EHU studies; 54% are rather satisfied; 12% are not satisfied, of which 10% are rather not satisfied; and 2% are not at all satisfied. The overall satisfaction score on a scale of "1 = completely satisfied" to "4 = not at all satisfied" is 2 points. Low residence students are statistically significantly more satisfied with the studies at EHU.

The score of **general evaluation of EHU** was calculated from the evaluations of all criteria: teaching quality, administration work, and social environment. The overall evaluation is **1,68** (on a scale from 1 to 4; lower value indicates more positive assessment) (Illustration 32).

Table 1 shows the correlation between overall satisfaction with studies and p-value. Correlation indicates if there is dependence between the factors. The correlation level is 0,05: if the value is lower than this number, there is a dependence between the groups. The higher the value of correlation, the stronger the dependence of factors. P-value indicates the probability that a hypothesis will be proved. During the study, data was analysed with a probability of 95%, so the p-value must be lower than 0,05 for proving the hypothesis. **Our hypothesis is that overall satisfaction with studies is dependent on other factors, such as the evaluation of teachers and evaluation of administration, and of social environment.**

In analysing correlations between overall satisfaction with studies, we can see that there are statistically significant correlations between overall satisfaction and other sections of studies. **The strongest correlation is between overall satisfaction and the evaluation of the social environment: the better a student feels at the University, the better the social connections and communication, and overall satisfaction with the studies is higher.**

There are no significant differences between overall satisfaction of the studies and lectures attendance or study results.

Compared with the AY2012–2013, the overall satisfaction with studies at the University increased. Seventy percent of the students are completely or rather satisfied with the studies this year, compared to 62 percent in AY2012–2013. Fewer students were dissatisfied with the studies at the University (AY2012–2013: 14 percent; AY2013–2014:12 percent). The most significant influence for general satisfaction with studies was the social environment in both this and the previous year.

The general evaluation of EHU slightly decreased. In AY2012–2013, the general rate was calculated as 1,5 points and in AY2013–2014,1,7 points, which is related basically to the decrease of evaluation of work of Administration units (Illustration 33).

Illustration 29. Overall satisfaction with studies at the University

How would you rate your overall satisfaction with your studies at the University?

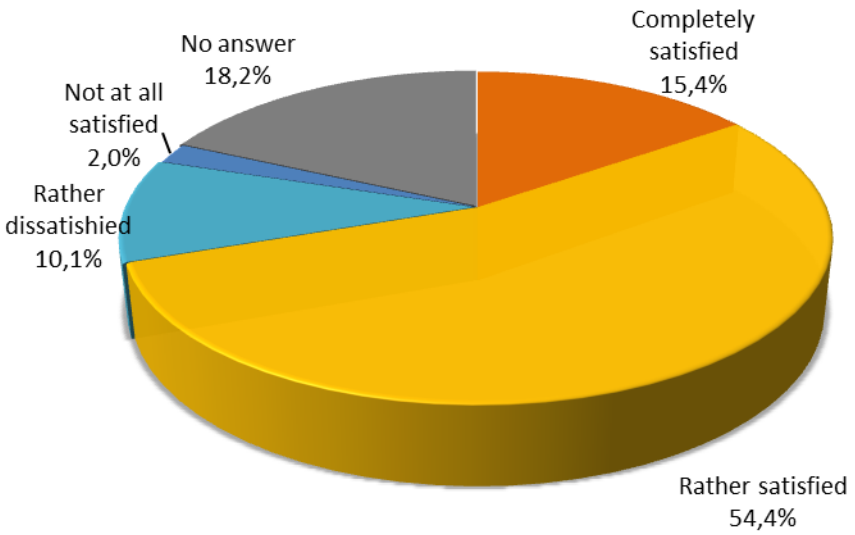


Illustration 30. Overall satisfaction with studies divided by form of studies

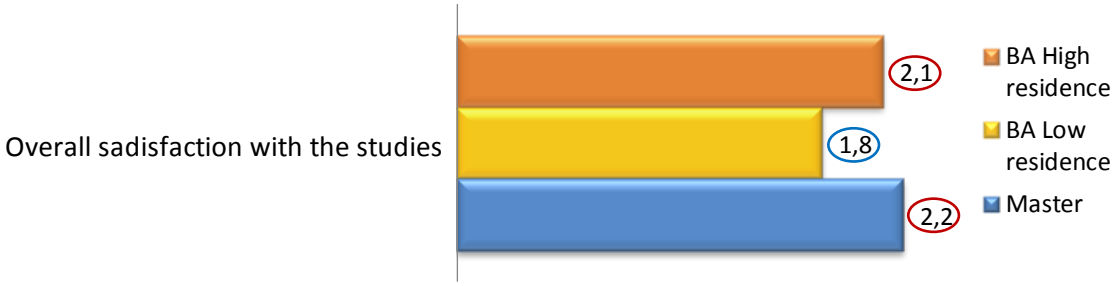


Illustration 31. Overall satisfaction with studies divided by student characteristics

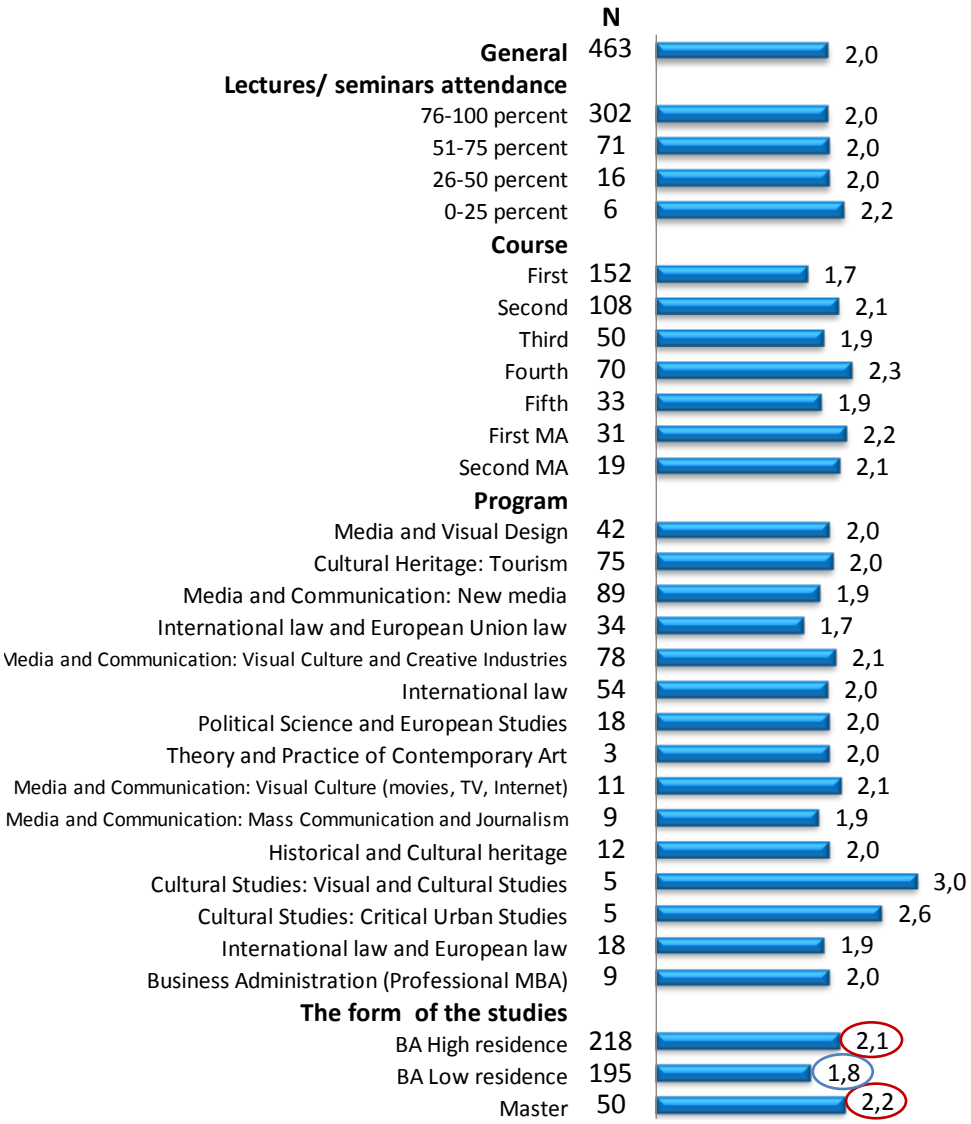


Illustration 32. General evaluation of the University (average evaluation of statements)

Illustration 33. General evaluation of the University (average evaluation of statements) in AY2012–2013 and AY2013–2014

Table 1. Relation of overall satisfaction with studies and particular sections of studies

Overall satisfaction of studies	Pearson correlation	p-value (Significance)
Social environment	0,554	0,00
The Administration of Academic departments	0,478	0,00
The Student's Services Unit	0,384	0,00
The teachers	0,377	0,00
The Academic Secretariat	0,356	0,00
The Finance Department	0,348	0,00
The IT Unit	0,304	0,00
The Mobility and Operations Unit	0,286	0,00
The supervisor	0,272	0,00

Correlation is significant at the 0.05 level.

Table 2. Relation of overall satisfaction with studies: lectures/seminars attendance, studies results

Overall satisfaction of studies	Pearson correlation	p-value (Significance)
Lectures/ seminars attendance	0,030	0,57
Studies results	0,059	0,41

Correlation is significant at the 0.05 level.

II.5. Comments and suggestions made by students

Half of all respondents made at least one comment or suggestion in the survey. Master students wrote comments at a statistically significantly higher rate. Students are mostly concerned with the quality of teaching (88 percent of all comments), half that number for improving the quality of work of administration, and 34 percent of comments were about improving the social environment of studying.

Most students who commented on teachers' work remarked that they want a **more convenient distribution of workload** (7%). Also, 4,3 percent of students requested **more online classes, video lectures, forums**; and 3,9 percent asked to revise or eliminate the course. A similar percentage remarked that they want reasonable feedback from teachers in a timely manner (3,7%) or suggested revision of the curriculum or addition of more specific subjects (3,5%); 54,6 percent of students made no comments on teachers' work.

Students made fewer remarks on the work of Administration. Most students who made comments **missed communication with the students from Administration** (5%). Another 1,7 percent of the respondents expressed **the need for more information about important matters and coming events**.

Most of the comments about improving the social environment of study pertained to **requirement for more non-academic activities** (3,2%) and **more events intended for consolidation and communication of students** (2,2%).

Compared with the AY2012–2013 students more actively put forward proposals for improving the quality of teaching the disciplines (2012–2014: 30%; 2013–2014: 52 percent). Students indicated the quality of teaching (10,4%), and reasonable feedback for students (6,9%) as the main problems in AY2012–2013. In AY2013–2014, students identified the need of balancing the workload (7,1%) and proposed to make more online classes, video lectures, forums (4,3%) as the main issues.

Illustration 34. The percentage of students who made comments or suggestions

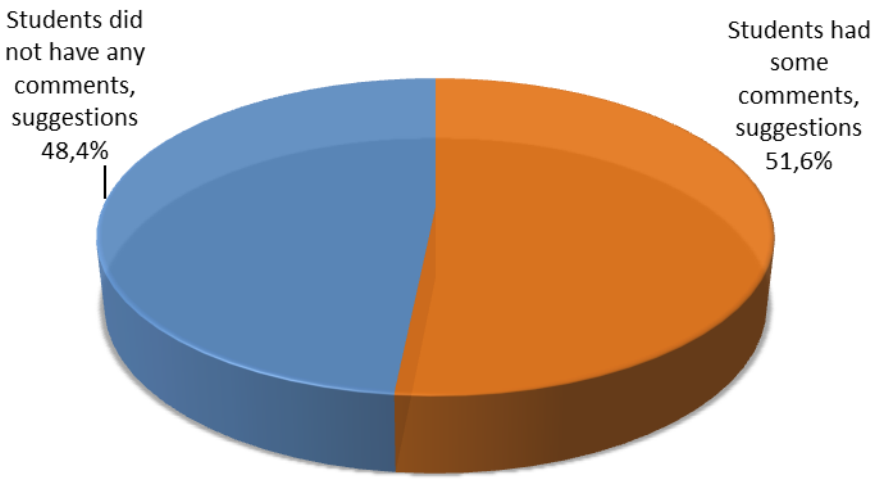


Illustration 35. The percentage of those students who made comments or suggestions in different areas (Base: only those students who had any comments or suggestions, N=239)

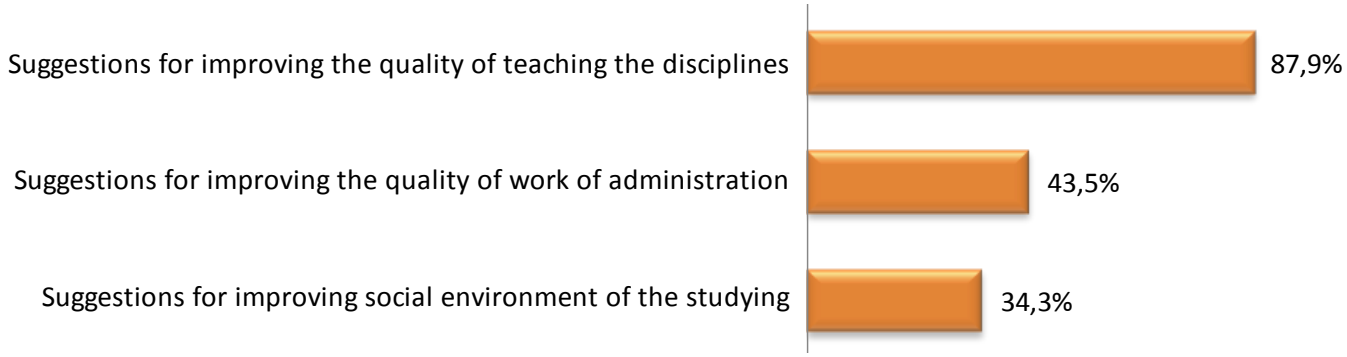


Illustration 36. The percentage of students who made comments or suggestions, by demographic characteristics

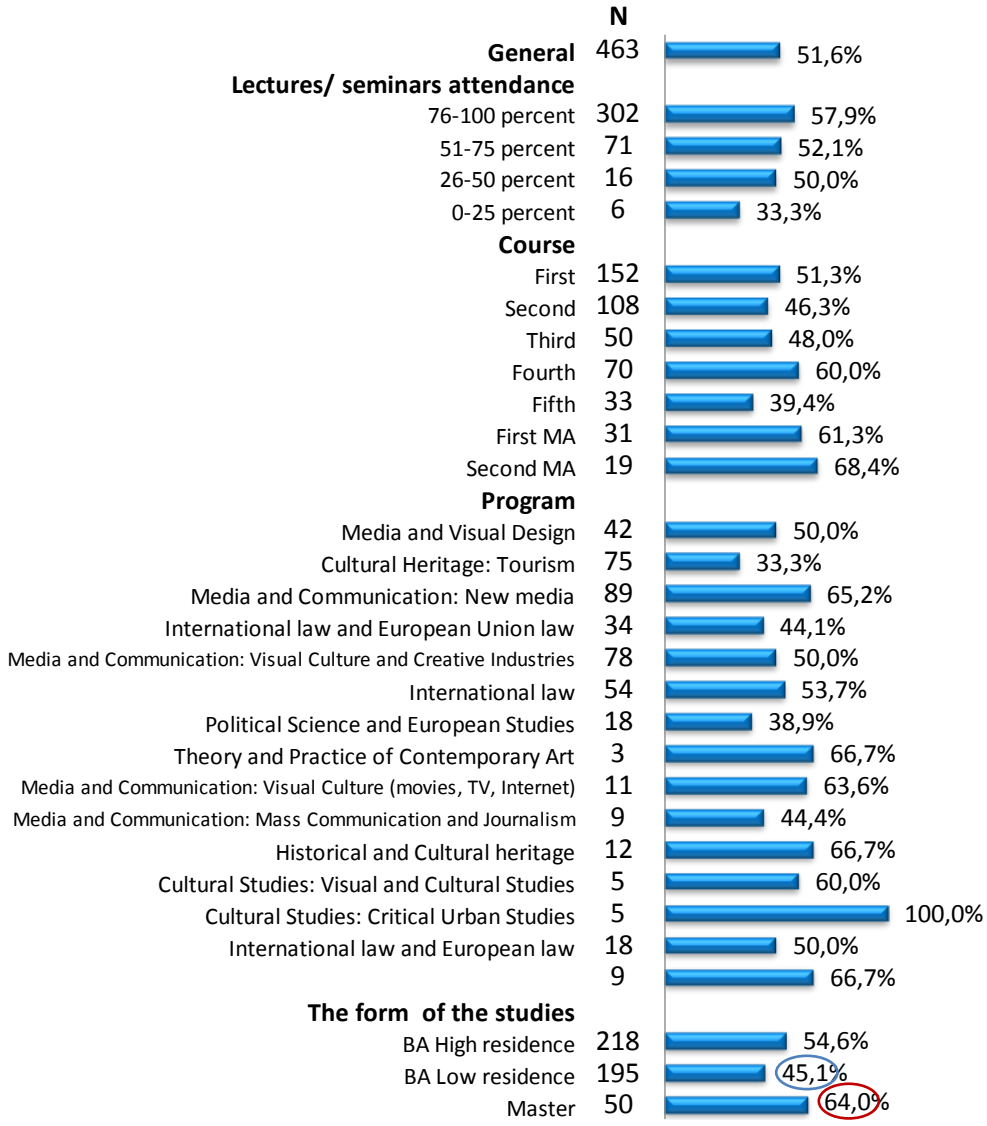


Illustration 37. The percentage of students who made comments or suggestions for improving the quality of teaching the discipline, by separate criteria

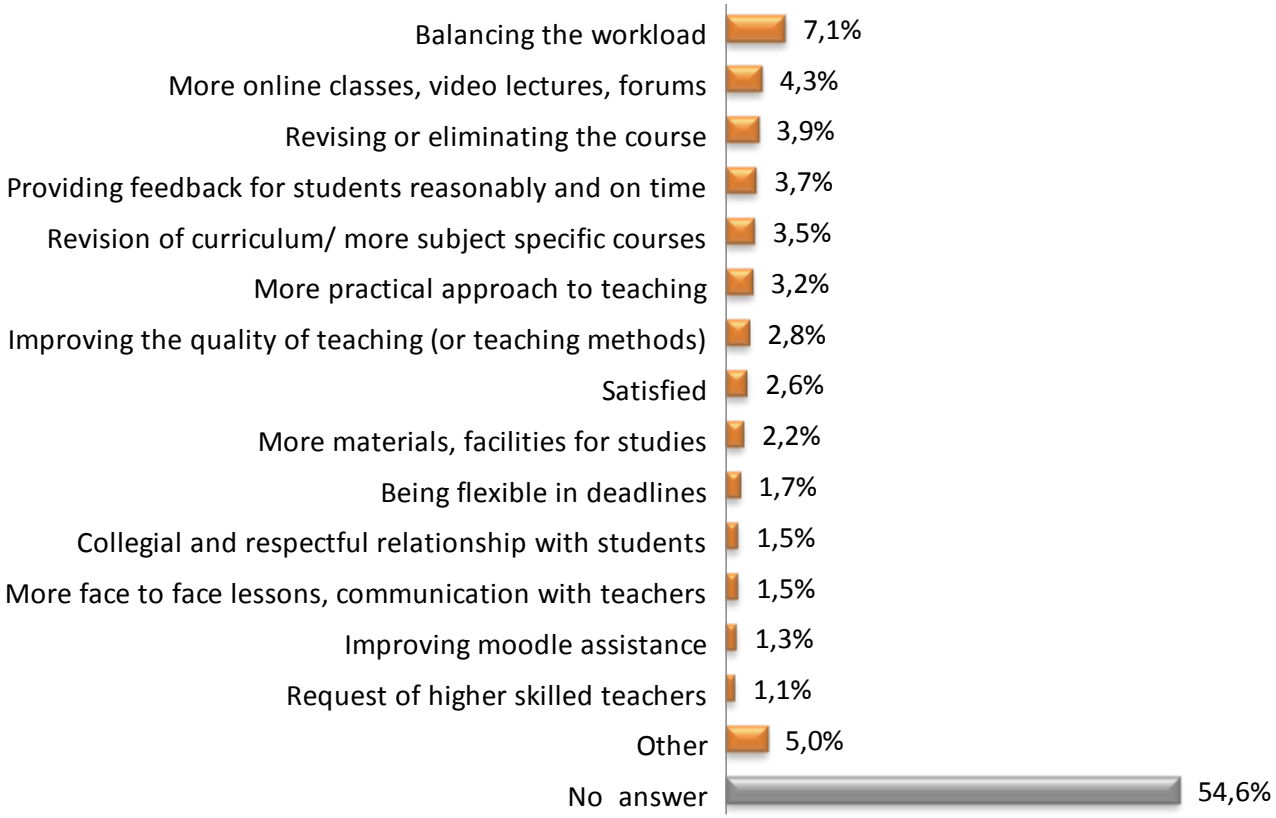


Illustration 38. The percentage of students who made comments or suggestions for improving the quality of work of administration, by separate criteria

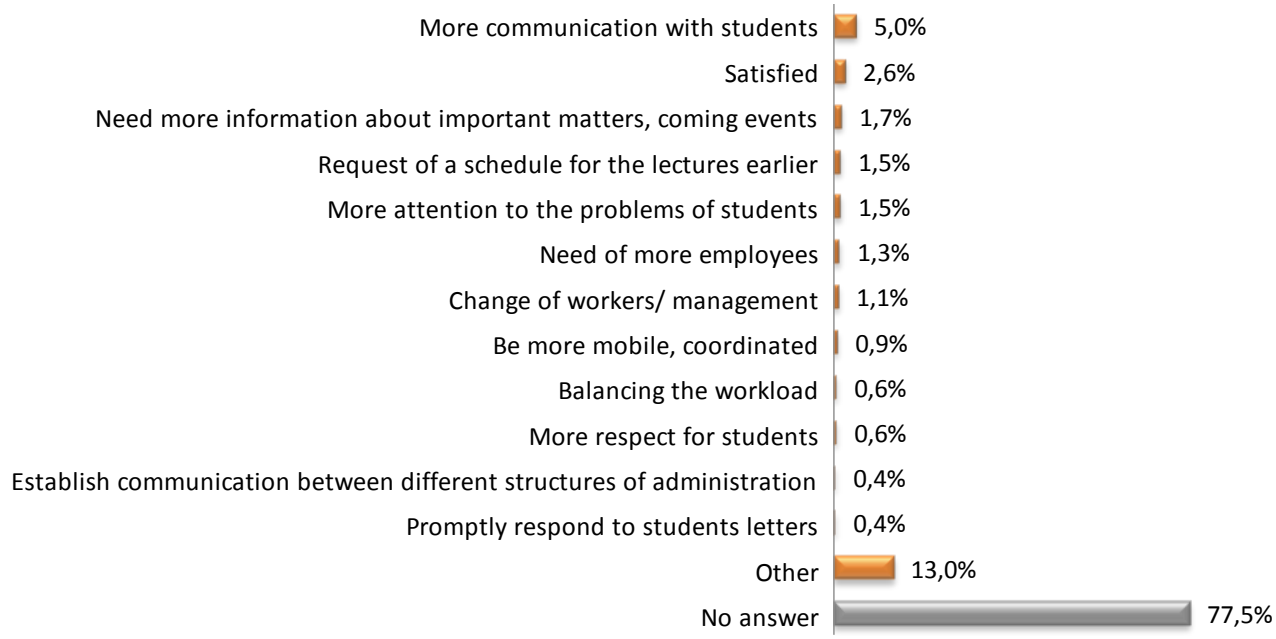
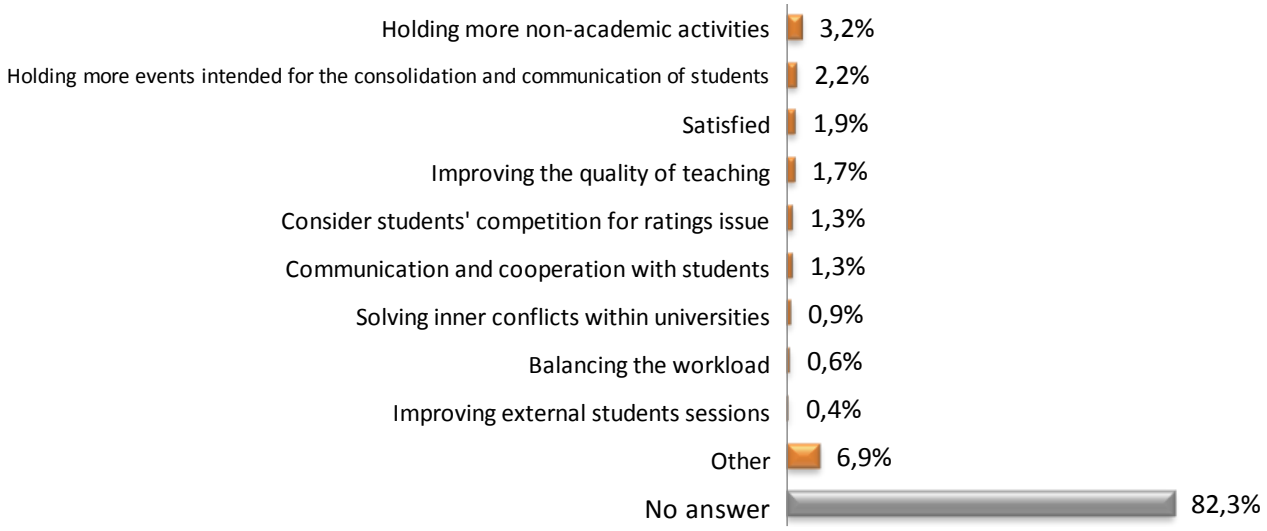



Illustration 39. The percentage of students who made comments or suggestions for improving the social environment of studying, by separate criteria