



– det starter med viden

IT-University of Copenhagen

Study Environment Assessment 2017

Psychological & Physical/Aesthetic study environment



IT University
of Copenhagen

Health Group A/S
March 2017

The survey was conducted by the consultancy company Health Group A/S for the IT-University of Copenhagen (ITU) February-March 2017. Health Group A/S has made all data processing and conclusions.

Responsible for the contents:

Vinnie Huusom
Analysekonsulent, cand.merc.

Contact:

Health Group A/S
Henningens Allé 8
2900 Hellerup
www.healthgroup.dk
vh@healthgroup.dk
Tlf. 70201626

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1. SUMMARY

All educational institutions are obliged to perform *Assessments of the Study Environment* (In Danish: UMV) at least every three years. An UMV is a survey of how the students experience the study environment. The purpose is to create the best possible settings for a good psychological, aesthetic and physical study environment. In February-March 2017, a questionnaire was submitted to all students at ITU, of which 19% responded. In 2014, a similar survey was conducted and results of the two surveys are compared to assess any changes in the perception of the study environment.

The following results are particularly noteworthy:

- The survey of the psychological study environment at ITU has shown that the students are generally pleased with their study programme and the social environment. Though, compared to 2014 a lower percentage of students perceive the workload of their study programme to be “*suitable*”. However, it should be noted, that there is an increase in motivation and willingness to recommend ITU to others. In concordance with this positive development, the students consider the social environment and general atmosphere better in 2017 than in 2014.
- The results regarding the physical/aesthetic surroundings have shown that the students generally experience premises that are in a good and up-to-date condition. However, some students do not have sufficient facilities for group work and there is dissatisfaction concerning technical equipment. In general the results are at the same level or slightly lower than in 2014. Though the result on satisfactory wireless network, is significantly improved, where 3 out of 4 is positive compared to 16% in 2014. Overall, it should be emphasised that 95% of the students are generally pleased with the physical/aesthetic surroundings.
- Finally, the survey contained questions regarding well-being. Most importantly, the results have shown that the prevalence of stress-related symptoms (*headache, sleep disturbance, feeling worn out*) is somewhat higher in 2017 compared to 2014. Around 17% of the students have reported that the physical or psychological study environment has intensified discomforts. This is identical to 2014 (16%).

Overall, the UMV survey has demonstrated that the vast majority of the students are pleased with the study environment. In addition, several comments from the students support the positive findings, but it might be added that the students also emphasise some areas that might need improvement.

2. INTRODUCTION

All educational institutions are required to perform study environment assessments (in Danish abbreviated as UMV), at least every three years. A study environment assessment is “...a written assessment of the institution that involves the students’ perception of the study environment. The purpose is to create, maintain and develop a good study environment¹”.

In February-March 2017 Health Group A/S performed the UMV-survey for ITU, and the results are presented in this report.

2.1. Methodological considerations

The UMV was conducted as an online questionnaire with a number of standard questions. This kind of survey has the built-in limitation that the results are based on the willingness of the respondents to respond honestly.

The questionnaire was developed by Health Group in collaboration with ITU. The questionnaire contains 17 categories of questions divided in the following main categories:

- Demographics
- Psychological Study Environment
- Physical and Aesthetic Study Environment
- Well-being

2.1.1. Reading guide

In order to give the reader a better overview of the results we have made some methodological choices. **Table 1** shows an example of how figures and tables refer to percentage of Students having responded the two most extreme amongst the response options. In this case signified by “To a very large extent” or “To a large extent”. Any lower responses are not included in the data presentation. With a few exceptions data is presented in this way.

Table 1. Example of data presentation. Green cross is included in the data presentation, whereas red cross is not.

Work load	To a very large extent	To a large extent	Somewhat	To a lesser extent	To a very small extent
Do you feel the demands of your education are suitable?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel the workload of your education is suitable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

¹Danish reference: DCUM – Dansk center for Undervisningsmiljø. <http://dcum.dk/u-1-1-undervisningsmiljoevurdering>. Danish Centre of Study Environment. DCUM is a government institution within the public administration. DCUM falls under the Ministry of Education.

3. RESULTS OF THE EDUCATIONAL ENVIRONMENT

3.1. Demographics

The students at ITU are distributed in the study programmes shown in Table 1. 422 students responded to the questionnaire, which corresponds to 19%, similar to 2014.

Table 1 shows that all bachelor and master programmes are shown individually, whereas the professional master programmes are pooled in one group due to a low number of respondents. It should be mentioned, that the programmes have somewhat different terms and conditions. For instance, Guest students and Diploma have a significantly smaller number of hours at the university than bachelor students. For this reason alone, there might be differing perceptions of the study environment.

Table 1. Respondents and response rate distributed in study programme.

		Number of students	Number of responses	Response rate
Bachelor	BDMD	183	45	25%
	BGBI	173	47	27%
	BSWU	284	76	27%
Master	KDDK	353	68	19%
	KDIM	311	72	23%
	KEBUSS	9	0	0%
	KGAMES	127	29	23%
	KSDT	254	59	23%
Part-time Stud.	Others	29	0	0%
	Prof. Master	544	26	5%
2017		2267	422	19%
2014		2952	553	19%

3.1.1. Limitations

As indicated above, the response rate of the survey is rather low. Less than one in five students have responded. It might be added that there is a significant difference between the educations with 26% among Bachelor and 18% among Master students and only around 2% among Professional Master and "Others". There is no fixed limit as to how high a response rate should be to give a reliable result, but caution is needed with response rates below fifty. Obviously, 19% is a quite thin basis on which to draw conclusions. ITU should discuss to what extent the results might be regarded as representative. In chapter 3.7, page 26 a procedure is suggested.

3.2. Psychological study environment

The psychological study environment covers: workload, motivation, development, the social environment, communication/information, involvement and offensive behaviour.

3.2.1. Workload

Figure 1 shows how the students experience the workload. As indicated, there is a lower share of students in 2017 who find the workload suitable. There seems to be a tendency of the master-students to report a slightly lower level.

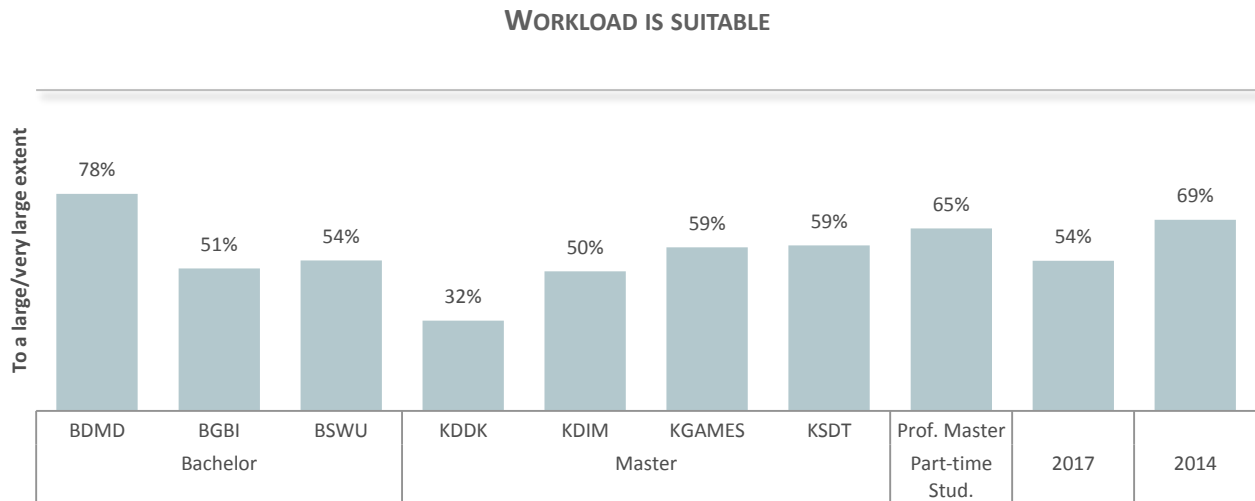


Figure 1. Workload – Suitable workload.

3.2.2. Motivation and development

Figure 2 and Figure 3 shows motivation and development. There is a small increase in the level of motivation from 68% in 2014 to 71% in 2017. A similar pattern can be seen with regard to development. Generally, the lowest level can be observed in *BGBI*.

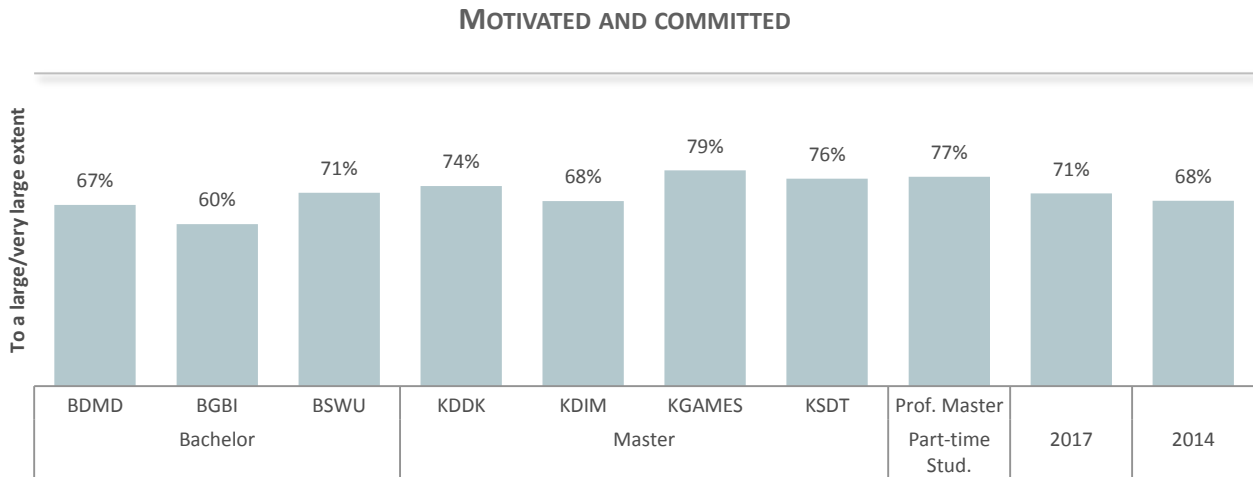


Figure 2. Motivation.

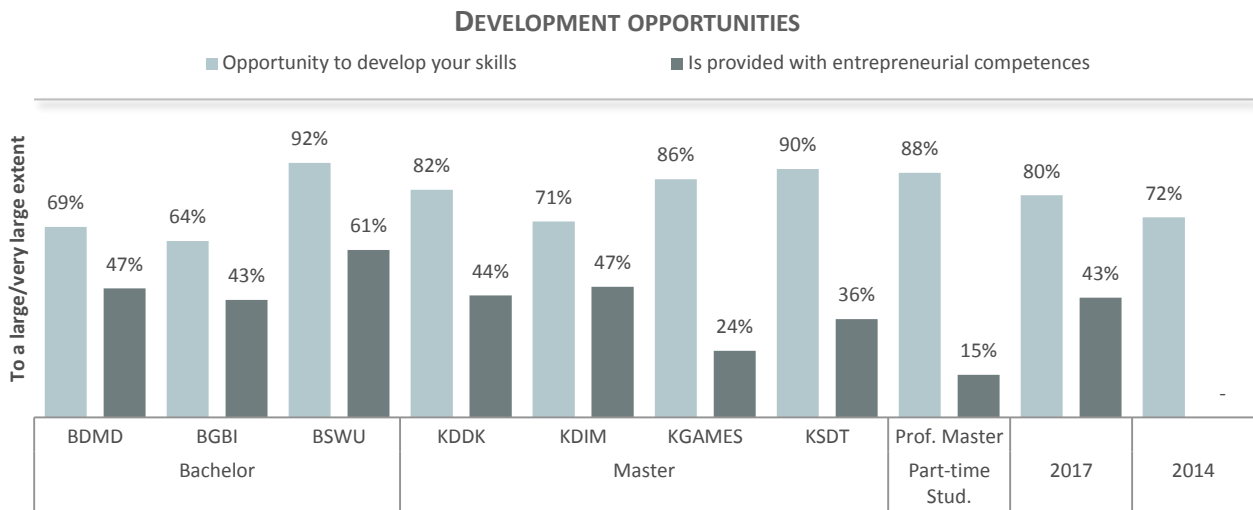


Figure 3. Development.

3.2.3. The social environment – Study relationship and part of a community

Figure 4 shows that the share of students who have a good study relationship is higher in 2017 than in 2014. There is also a larger perception of feeling as part of a community. It is clear that the part-time students have a less positive experience of the social environment compared to full-time students.

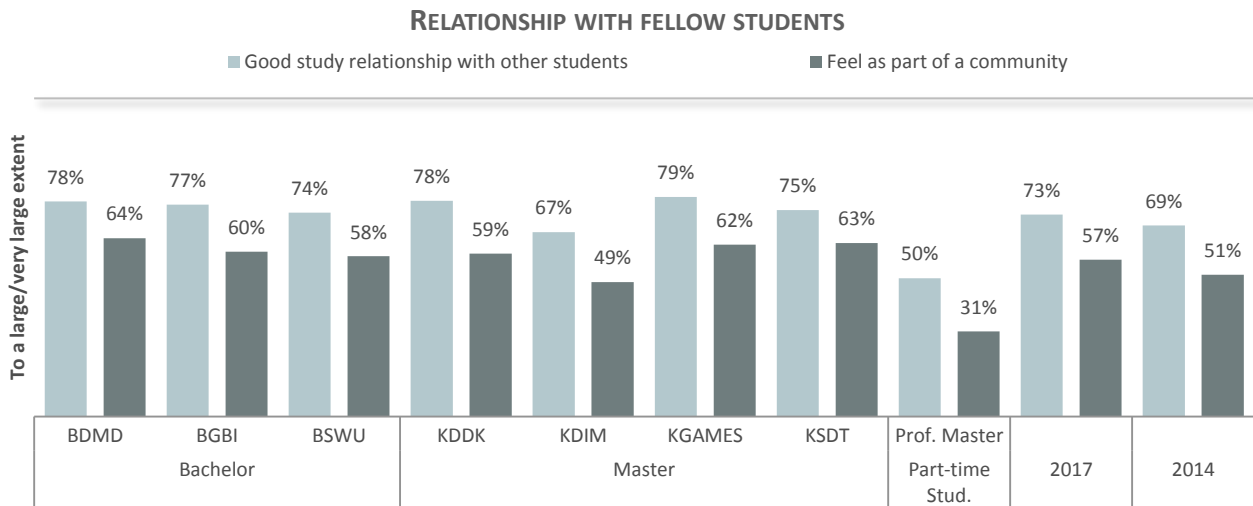


Figure 4. The social environment – Study relationship and part of a community.

3.2.4. The social environment – Positive atmosphere and social events

As indicated by Figure 5 more than four in five students experience a generally good atmosphere at the university, which is a slight increase since 2014.

Likewise, the share of students that is satisfied with the level of social events is higher in 2017, although with some variation between the study programmes.

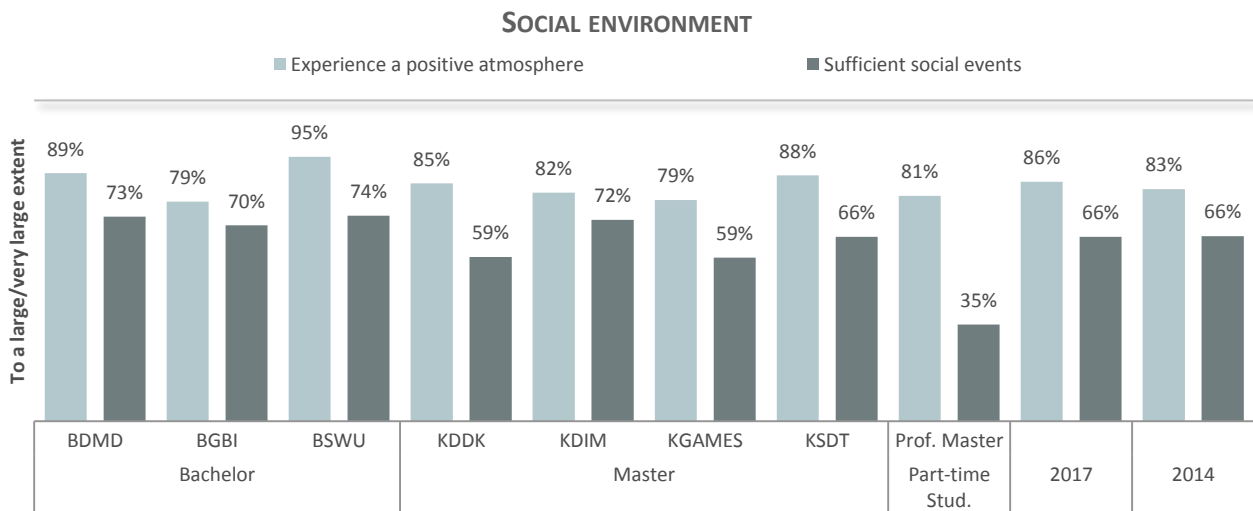


Figure 5. The social environment – Positive atmosphere and social events.

3.2.5. Communication/Information

Figure 6 shows that the perception of accessibility to relevant information is generally at a higher level than in 2014. *BDMD* and *Prof. Masters* report the lowest level.

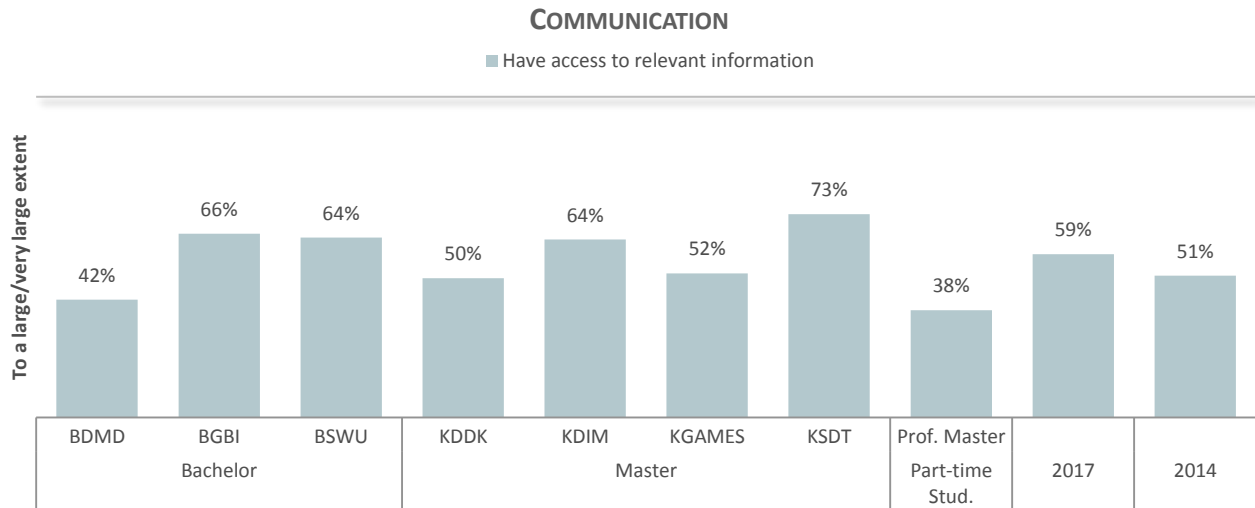


Figure 6. Communication/Information – Access to relevant information

3.2.6. Involvement

Figure 7 shows that 74% of the students feel that they have chosen the right education and an even larger percentage would recommend the education to others. It is noteworthy that 95% of the BSWU-students “to a large extent” or “to very large extent” would recommend their education whereas only 64% of BGBI-students would do the same.

In addition, Figure 8 shows that 69% of the students are confident that their education will give them the opportunity to get an attractive job. The level in 2017 is slightly higher compared to 2014.

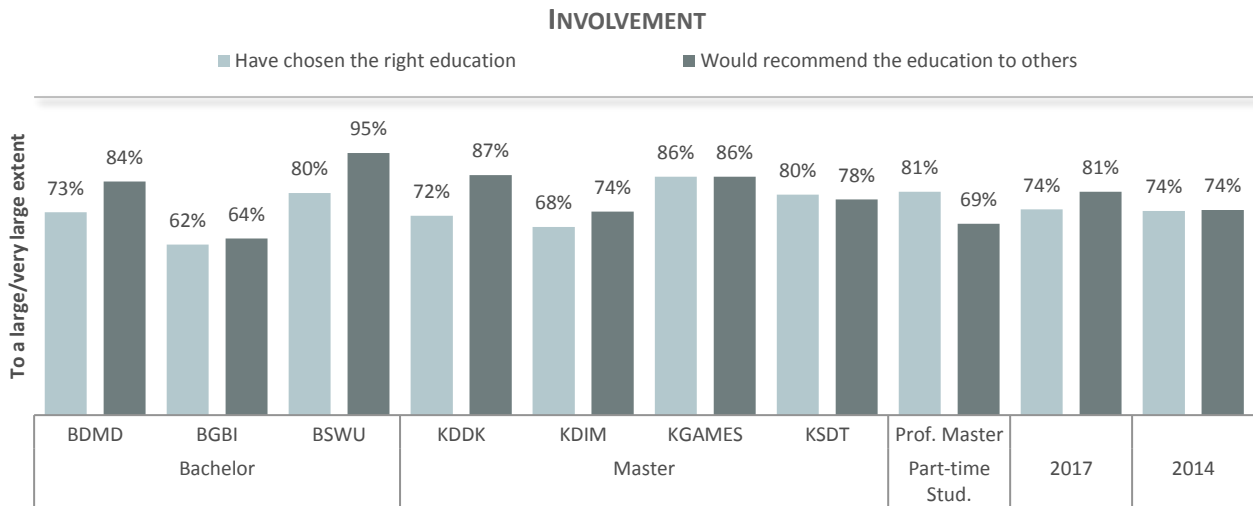


Figure 7. Involvement – Have chosen the right education and would recommend education to others.

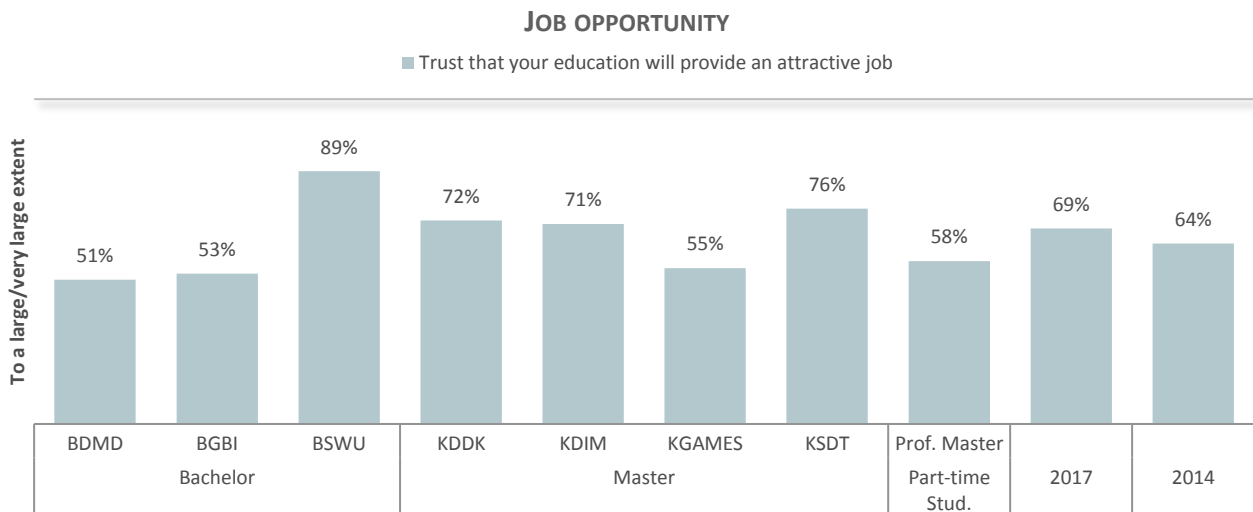


Figure 8. Involvement –confident in finding an attractive job.

3.2.7. Offensive behaviour

Discrimination, bullying or harassment may be defined as “repeated, offensive actions that violate the boundaries of the individual exposed to them”²

Table 2-5 indicates, that approximately 0,5% of the students have been exposed to “frequent” offending behaviour and an additional 2% have been exposed to incidents on an “occasional” basis. The most frequent source of offensive behaviour is Students.

Table 2. Harassment

			Bachelor			Master				Part-time stud. Prof. Master	2017	2014
			BDMD	BGBI	BSWU	KDDK	KDIM	KGAMES	KSDT			
Harassment	Frequently	From an employee	0%	2%	0%	0%	1%	0%	0%	0%	0%	1%
	Occasionally	From an employee	4%	0%	3%	1%	6%	0%	2%	4%	3%	3%
	Frequently	From a fellow Student	2%	0%	0%	0%	1%	3%	0%	0%	1%	0%
	Occasionally	From a fellow Student	4%	0%	1%	0%	1%	3%	3%	0%	2%	3%
	Frequently	From others	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Occasionally	From others	0%	0%	1%	0%	0%	7%	0%	0%	1%	1%

Table 3. Bullying

			Bachelor			Master				Part-time stud. Prof. Master	2017	2014
			BDMD	BGBI	BSWU	KDDK	KDIM	KGAMES	KSDT			
Bullying	Frequently	From an employee	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Occasionally	From an employee	2%	0%	0%	0%	3%	0%	0%	4%	1%	0%
	Frequently	From a fellow Student	0%	2%	0%	0%	1%	7%	0%	0%	1%	0%
	Occasionally	From a fellow Student	2%	2%	3%	1%	8%	0%	2%	4%	3%	0%
	Frequently	From others	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Occasionally	From others	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table 4. Discrimination

			Bachelor			Master				Part-time stud. Prof. Master	2017	2014
			BDMD	BGBI	BSWU	KDDK	KDIM	KGAMES	KSDT			
Discrimination	Frequently	From an employee	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Occasionally	From an employee	4%	4%	1%	1%	11%	3%	3%	8%	5%	0%
	Frequently	From a fellow Student	2%	0%	0%	0%	1%	3%	2%	0%	1%	0%
	Occasionally	From a fellow Student	4%	4%	3%	0%	3%	7%	5%	0%	3%	0%
	Frequently	From others	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
	Occasionally	From others	2%	0%	0%	0%	1%	0%	2%	0%	1%	0%

²Danish reference: <http://dcum.dk/sammen-mod-mobning/definitioner> (Danish Centre of Educational Environment)

3.2.8. Summary: Psychological study environment

The results regarding the psychological study environment have demonstrated that the majority of students at ITU are satisfied with their study environment as well as their fellow students. Overall, 88% of the students are satisfied with the general psychological study environment (cf. Figure 19, page 22) which is lower than in 2014. The following results are particularly noteworthy:

- The experience of having a “suitable workload” is lower in 2017 compared to 2014. There is substantial variation between study programmes and no clear pattern is observable.
- The results revealed an increase in the perception of motivation and the social environment with fellow students.
- Approximately 59% of the students feel that they have access to relevant information, which is at a higher level than in 2014.
- There was an increase in the willingness to recommend the education to others. However, a similar share of the students feel, that they have made the right choice of education as in 2014.
- Finally, the results have shown that offensive behaviour has occurred to a small extent. A total of 1% have experienced some sort of offensive behaviour the last year, corresponding to 22 students.

3.3. Physical and Aesthetic Study Environment

The physical and aesthetic study environment constitutes the second and third element of the UMV report. The two elements are treated in the same chapter, as they are both concerned with the physical surroundings.

3.3.1. The use of ITU's facilities

The question refers to study-related activities such as group work etc. and teaching. The Labs are not used as frequent as the rest of the facilities. The facilities used less besides Labs, is PC rooms and Rooms for thesis writing.

Table 6. Shows the number of students, that use ITU's facilities frequent (daily, weekly, monthly). The question was not asked in 2014.

"Daily, Weekly, Monthly"	Bachelor			Master				Part-time stud.	2017
	BDMD	BGBI	BSWU	KDDK	KDIM	KGAMES	KSDT	Prof. Master	
Group rooms	71%	85%	79%	72%	64%	69%	78%	35%	72%
Teaching rooms	87%	81%	84%	76%	72%	55%	73%	58%	76%
Auditorium	62%	79%	72%	66%	75%	45%	73%	19%	66%
Balconies	60%	68%	51%	71%	50%	45%	58%	42%	57%
Atrium	60%	53%	61%	60%	43%	48%	61%	31%	54%
PC rooms	4%	9%	4%	1%	6%	55%	7%	12%	9%
Study hall	13%	19%	5%	21%	21%	17%	36%	4%	18%
Meeting boxes	62%	83%	66%	60%	51%	52%	66%	23%	60%
Rooms for thesis writing	0%	4%	0%	9%	7%	14%	10%	0%	5%
Other facilities at ITU	24%	40%	36%	19%	36%	21%	42%	8%	31%
DesignLab	38%	4%	0%	21%	8%	28%	2%	4%	12%
GamesLab	0%	4%	1%	0%	1%	52%	3%	0%	5%
PitLab	0%	4%	1%	1%	1%	3%	7%	0%	2%
ETHOS	0%	0%	0%	0%	14%	0%	5%	0%	3%
IMLab	0%	0%	0%	7%	1%	7%	2%	0%	2%
IxDLab	4%	0%	1%	12%	1%	7%	3%	0%	4%
REAL	0%	0%	0%	0%	3%	0%	3%	0%	1%

3.3.2. Satisfaction with ITU's facilities

The question refers to satisfaction when facilities are used for study-related activities such as group work etc. and teaching. The students are less satisfied with the Labs, PC rooms and Rooms for thesis writing. It could have a connection with the use of these facilities.

Table 7. Shows the amount of students, that “to a large/very large extent” is satisfied with ITU's facilities. The question was not asked in 2014.

	Bachelor			Master				Part-time stud. Prof. Master	2017
	BDMD	BGBI	BSWU	KDDK	KDIM	KGAMES	KSDT		
Group rooms	49%	81%	68%	49%	61%	59%	64%	46%	61%
Teaching rooms	38%	66%	67%	50%	58%	59%	69%	58%	59%
Auditorium	78%	72%	86%	66%	69%	90%	73%	35%	73%
Balconies	56%	62%	41%	47%	53%	62%	47%	35%	50%
Atrium	58%	60%	71%	47%	50%	59%	49%	23%	54%
PC rooms	9%	23%	14%	3%	17%	62%	22%	12%	18%
Study hall	24%	40%	13%	34%	42%	24%	42%	12%	30%
Meeting boxes	67%	87%	80%	66%	68%	55%	76%	31%	70%
Rooms for thesis writing	9%	17%	9%	9%	17%	7%	17%	8%	12%
Other facilities at ITU	24%	45%	34%	16%	40%	34%	41%	15%	32%
DesignLab	18%	13%	3%	18%	8%	17%	7%	12%	11%
GamesLab	4%	6%	4%	1%	1%	45%	5%	8%	7%
PitLab	11%	6%	0%	1%	4%	7%	15%	8%	6%
ETHOS	0%	2%	0%	1%	18%	0%	7%	8%	5%
IMLab	4%	2%	0%	6%	1%	7%	3%	8%	3%
IxDLab	24%	2%	1%	13%	1%	3%	5%	8%	7%
REAL	0%	2%	0%	1%	1%	3%	5%	8%	2%

3.3.3. The physical and aesthetic surroundings of the university

72% find that the physical surroundings supports the use of areas at ITU outside scheduled activities “to a large extent”.

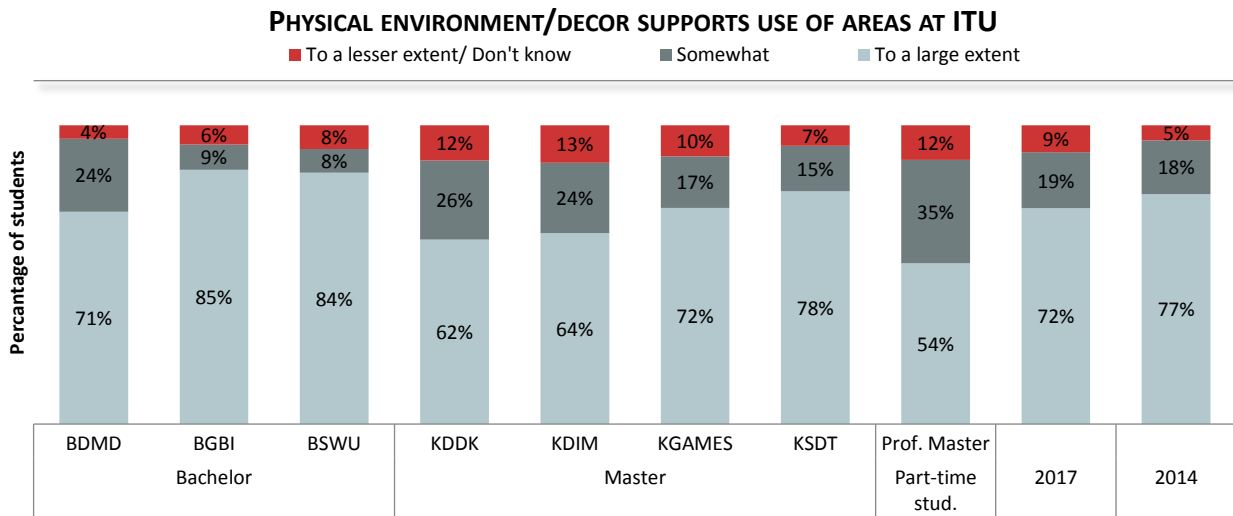


Figure 9. Physical environment/Décor supports use of areas at ITU outside scheduled activities.

A larger amount than 50% spend more than 10 hours at ITU outside scheduled activities.

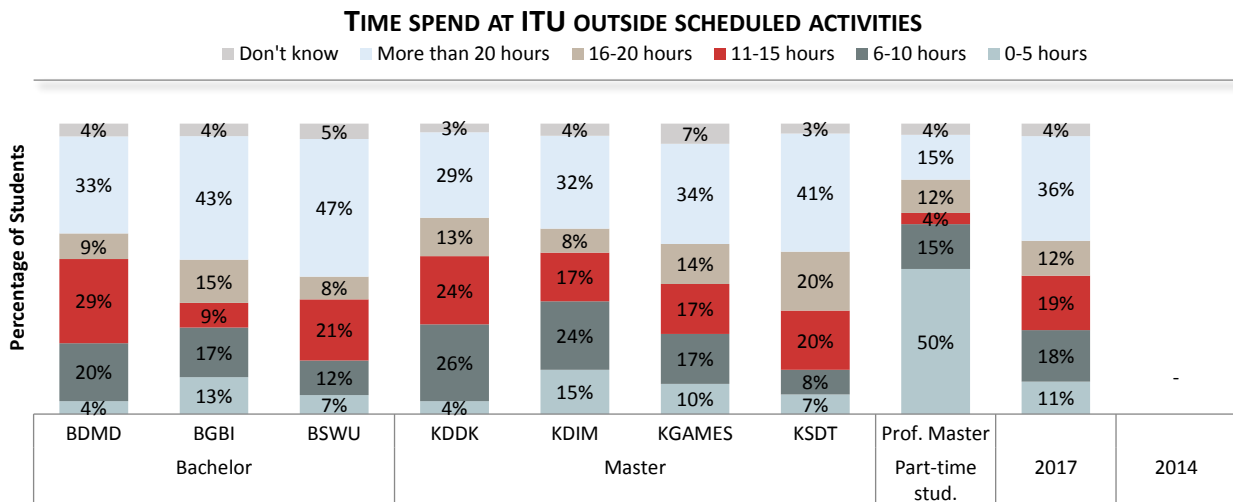


Figure 10. Shows how much time students on average spend at ITU outside scheduled activities.

70% of the students find that the physical surroundings support good learning (Figure 9), which is a small decrease compared to 2014. In addition, there is a decrease in the perception of having sufficient facilities for group work.

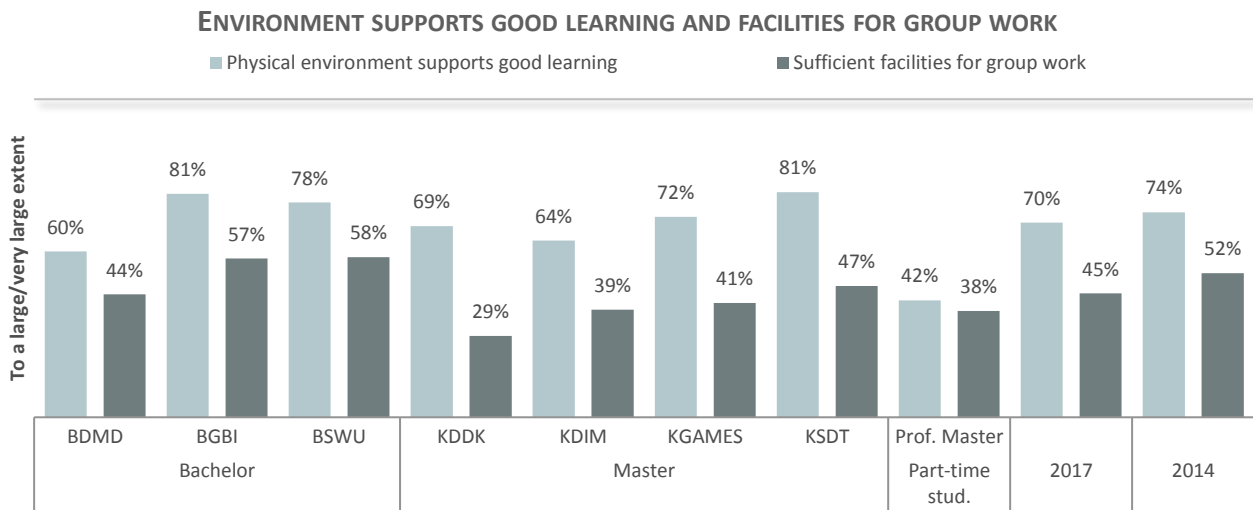


Figure 11. Surroundings support good learning, and sufficient facilities for group work.

Figure 12 shows that 80% generally find the premises to be in good, tidy and clean conditions, which is a slightly lower level than in 2014.

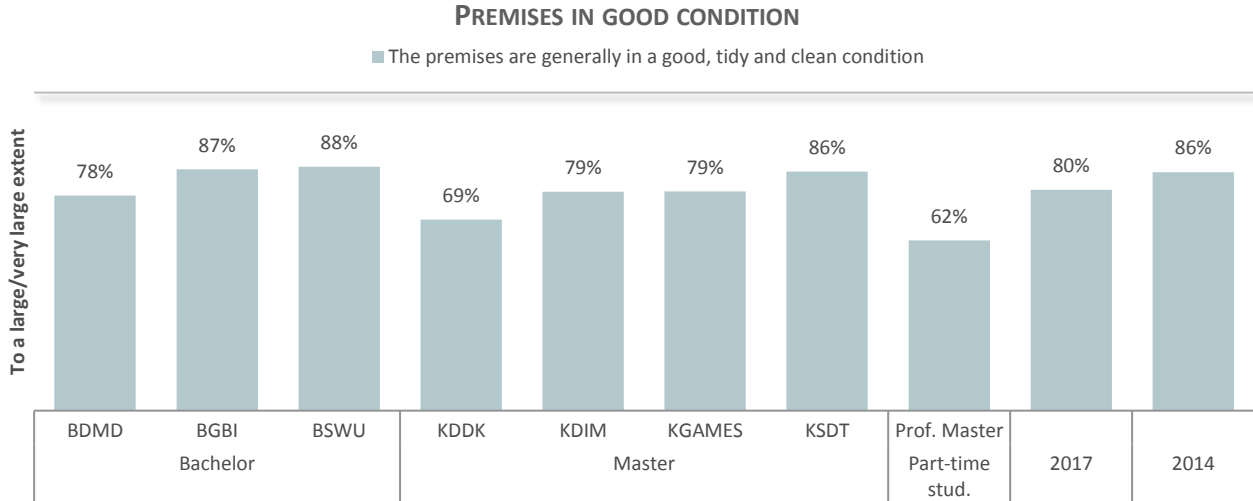


Figure 12. Premises in a good and up-to-date condition.

Figure 13 indicates a decrease in the perception of the indoor air of the teaching rooms. An unchanged amount of students generally finds the temperature to be in order. Figure 14 shows a small decrease in satisfaction with fixtures and furniture in general, but the same perception of the library facilities.

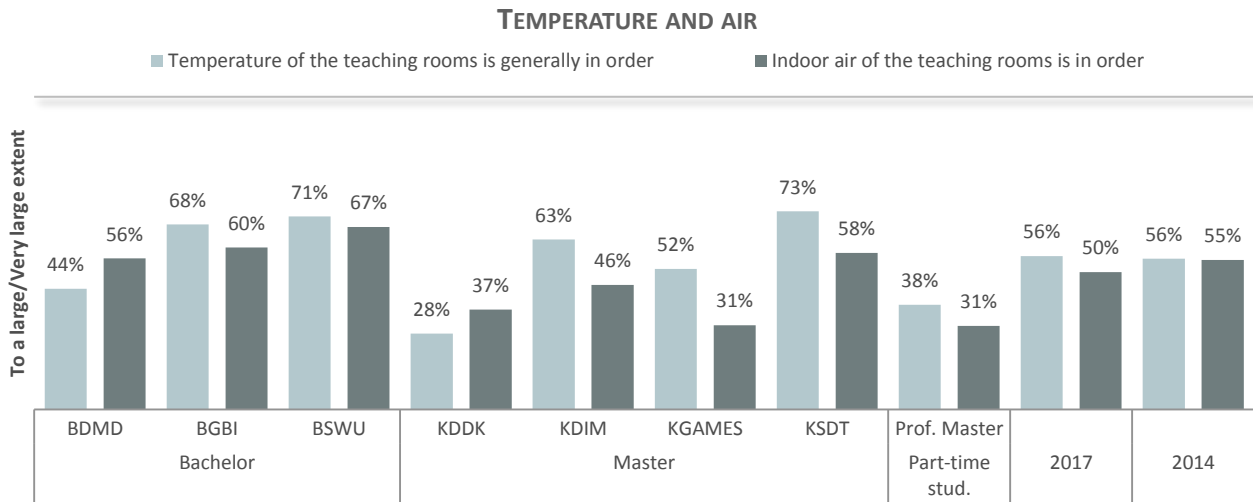


Figure 13. Temperature and indoor air of teaching rooms.

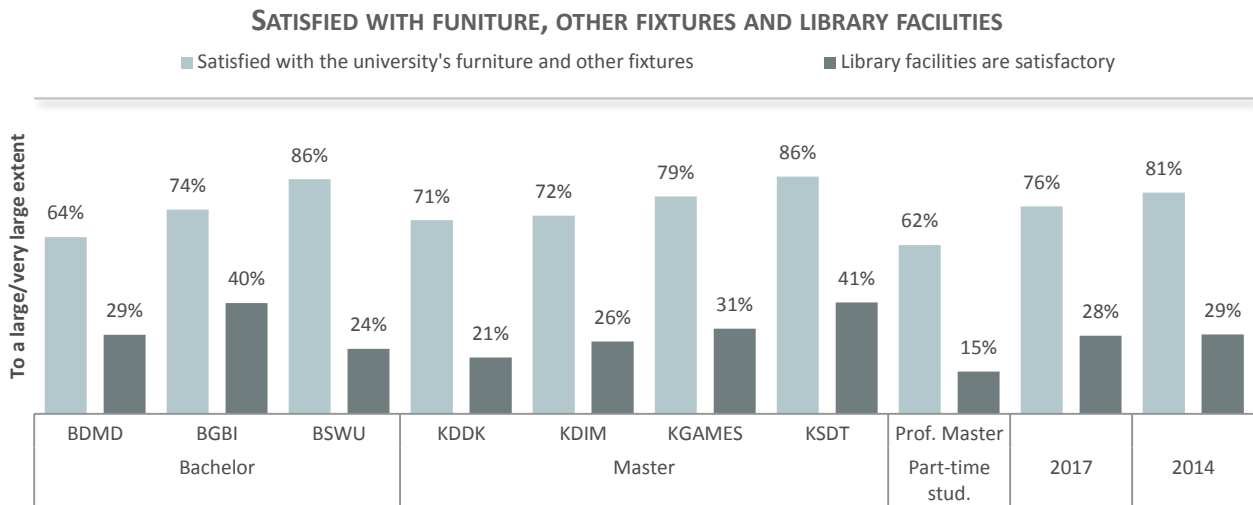


Figure 14. Satisfaction with furniture and other fixtures.

Figure 15 shows the students' assessment of the access to study materials and kitchen facilities. As indicated, 48% "to a large/very large extent" have sufficient access to study materials whereas kitchen facilities are perceived at a higher level than in 2014.

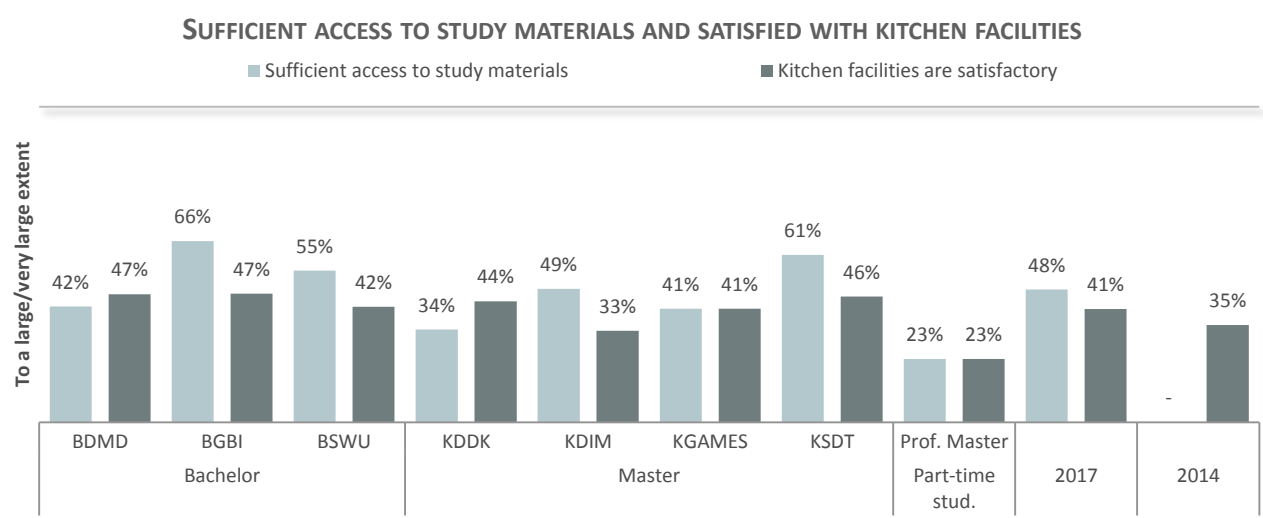


Figure 15. Study materials and kitchen facilities. The question on study materials were not asked in 2014.

3.3.4. Equipment and materials – AV equipment, teaching equipment and technical support

Figure 16 and Figure 17 show how the students assess the technical equipment such as AV equipment. As indicated, 64% find the AV equipment to be up-to-date, whereas 57% feel that technical equipment works sufficiently. Both results are slightly lower than 2014.

Figure 17 shows a decrease in perception of technical support from 67% in 2014 to 57% in 2017.

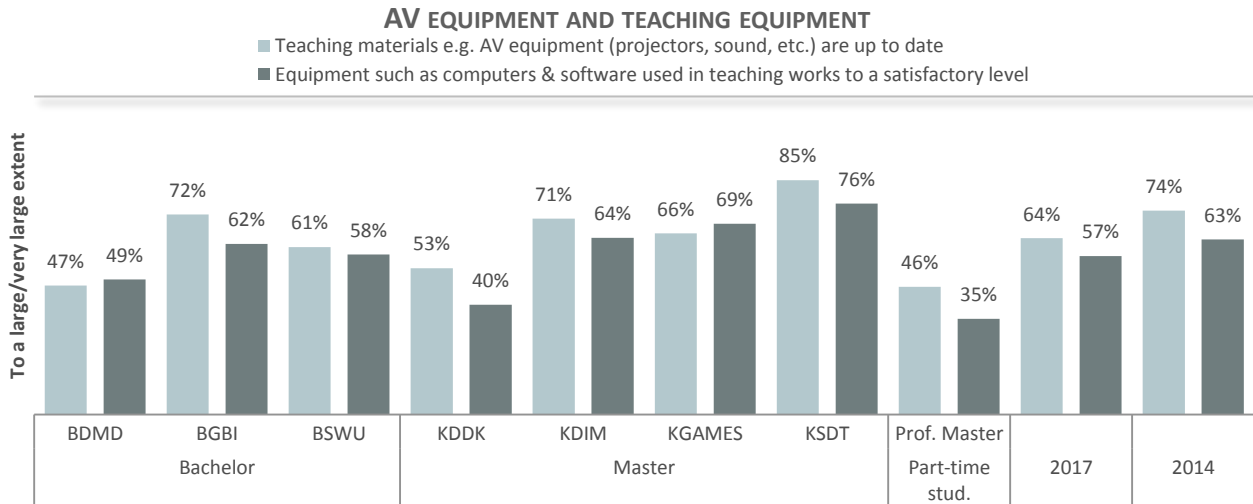


Figure 16. AV equipment and other technical equipment (computers and software).

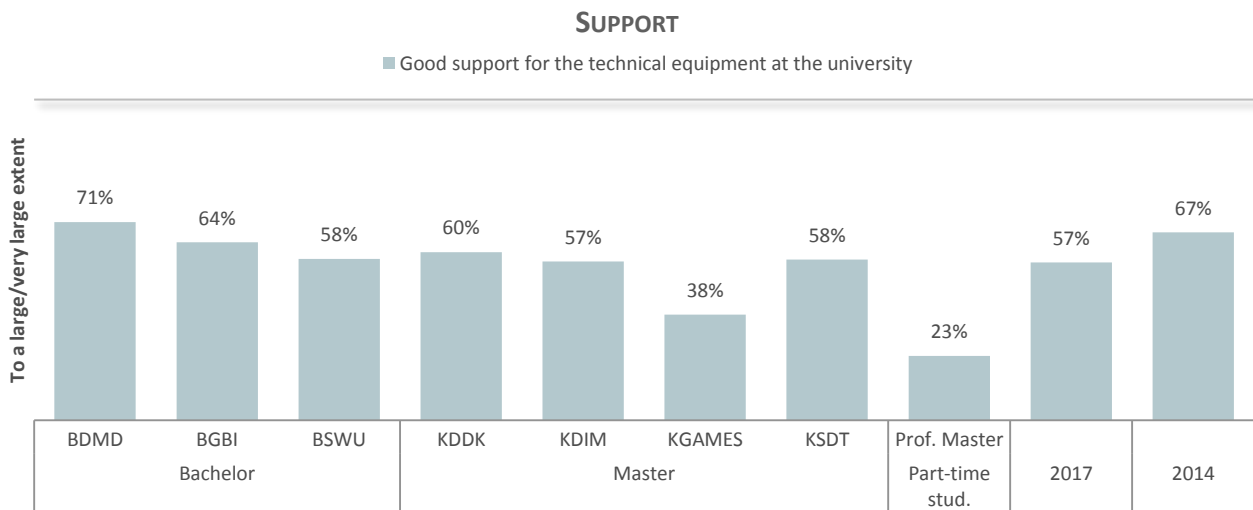


Figure 17. Support is available and facilities for utilizing own equipment.

3.3.5. Equipment and materials – Wi-Fi and Power sockets

Figure 18 shows that 74% feel that there is satisfactory wireless network opposite to 16% in 2014. 63% find the number of power sockets for the use of own equipment satisfactory.

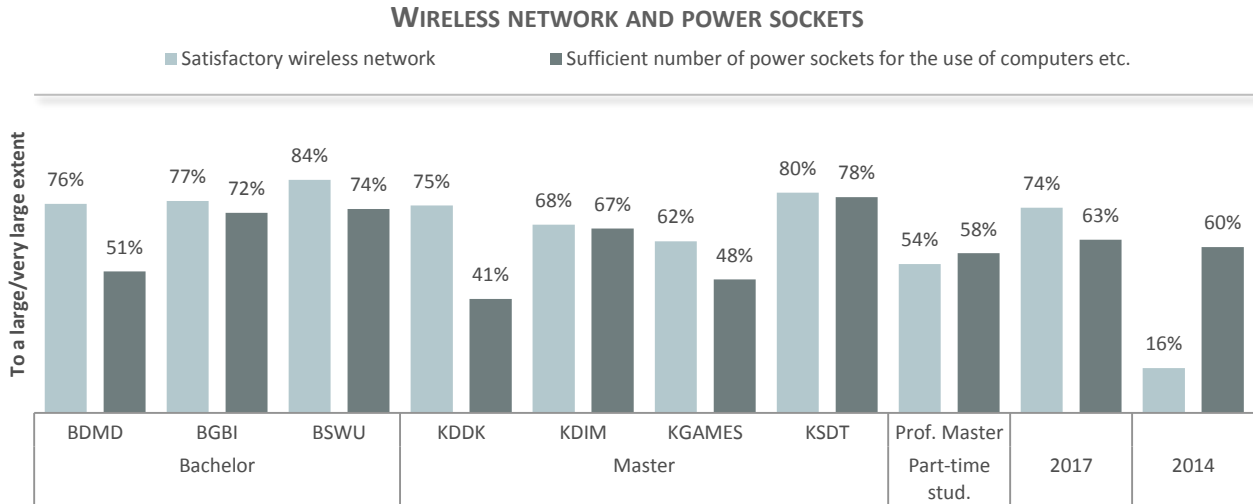


Figure 18. Satisfaction with Wi-Fi and sufficient number of power sockets.

3.3.6. Summary: Physical and aesthetic study environment

Overall, the results have shown that 95% of the students are satisfied with the physical/aesthetic study environment, which is the same level as in 2014. The overall level is a result of several factors, of which the following are particularly noteworthy:

- The students seem pleased with surroundings and facilities in general. 70% feel that the surroundings support good learning. A higher share of the students (80%) find the premises to be in a good and up-to-date condition. In general, the results are at the same or at a slightly lower level compared to 2014.
- Furthermore, the perception of technical support, AV equipment and other teaching equipment is lower in 2017.
- There was an important exception from the generally negative development in physical study environment. Now 74% find the wireless network to be satisfactory opposite to 16% in 2014.

3.4. General satisfaction regarding education and study environment at ITU

Figure 19 shows the general satisfaction regarding two key aspects of study life.

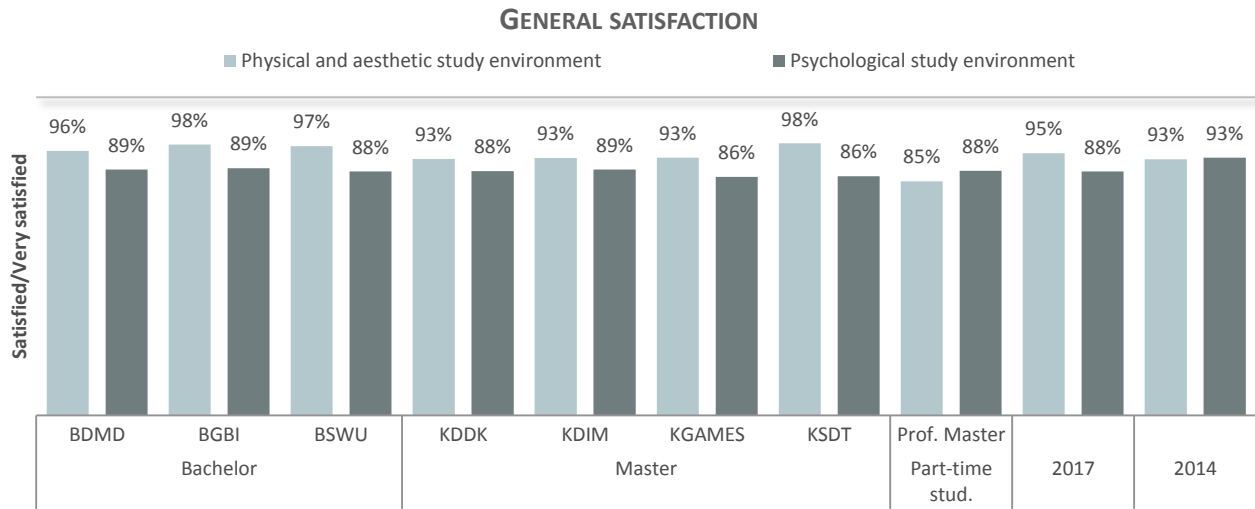


Figure 19. Satisfaction regarding education and study environment. Percentage refers to “Very satisfied/satisfied”.

3.5. General well-being

In this chapter, we deal with a few questions regarding the students' general well-being.

3.5.1. Self-rated health, psychological well-being and prevalence of stress-related symptoms

Figure shows that the vast majority of students rate their health and well-being positively. The level on psychological well-being is however slightly lower than in 2014.

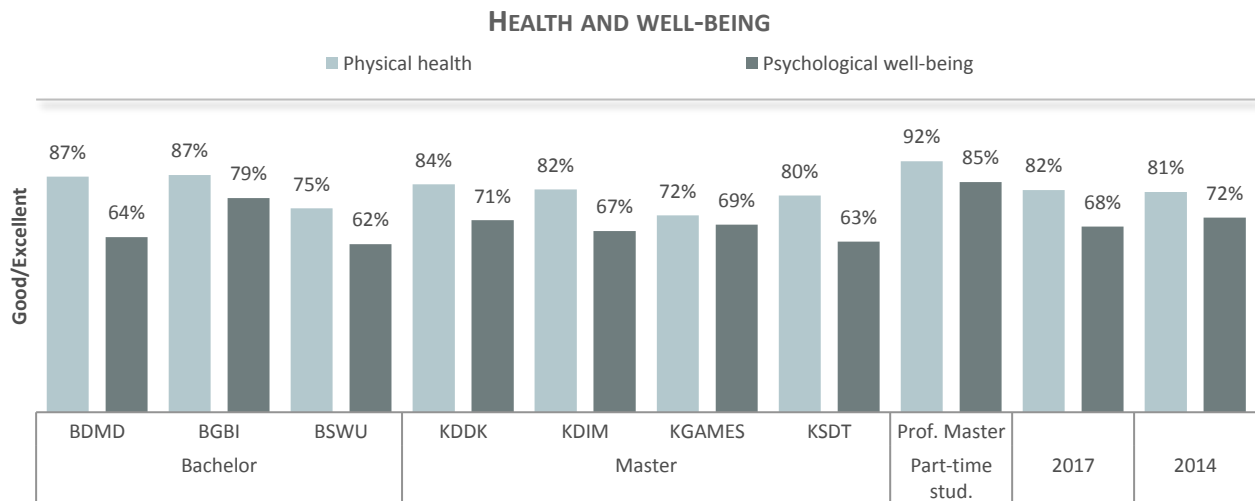


Figure 20. Self-rated physical health and mental well-being.

Table 8 shows the prevalence during a four-week period of various symptoms that might be related to stress. As indicated, 54% of the students have been “worn out” on a regularly basis, and 34% have felt “sleep disturbance”.

Table 8. Prevalence of symptoms during the previous four weeks.

(Red indicates values at least 10 percentage points above the ITU average)

	Bachelor			Master				Part-time stud. Prof. Master	2017	2014
	BDMD	BGBI	BSWU	KDDK	KDIM	KGAMES	KSDT			
Felt worn out	49%	34%	62%	65%	54%	52%	61%	27%	54%	52%
Difficulties sleeping	36%	32%	41%	31%	35%	41%	32%	19%	34%	32%
Headache	29%	11%	16%	25%	29%	24%	20%	23%	22%	21%
Pain in the back, neck/shoulders	49%	28%	30%	46%	46%	45%	37%	31%	39%	29%
Pain in other areas of the body	18%	21%	13%	31%	25%	24%	17%	8%	20%	16%

3.5.2. Impact of the symptoms

As indicated by Figure 20, 21% feel that the symptoms to a large extent are perceived as a problem. In addition, 28% feel this to be “somewhat” the case.

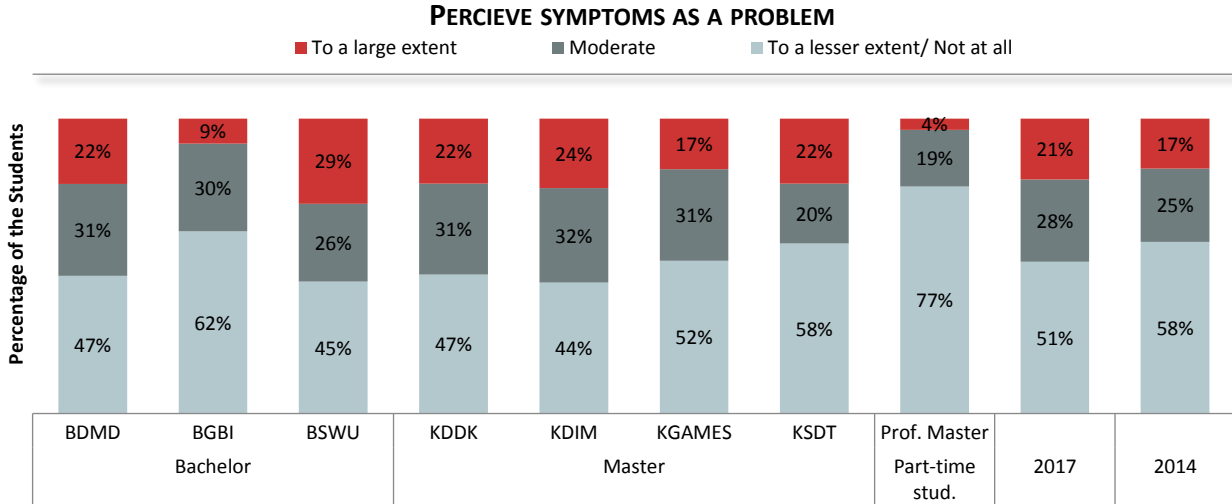


Figure 21. Assessment of the extent to which symptoms are perceived as a problem.

3.5.3. Discomforts are intensified by study or study environment

Figure 22 shows that the overall share of students in 2017 who feel that physical or psychological discomforts are intensified by study or study programme is almost identical to 2014.

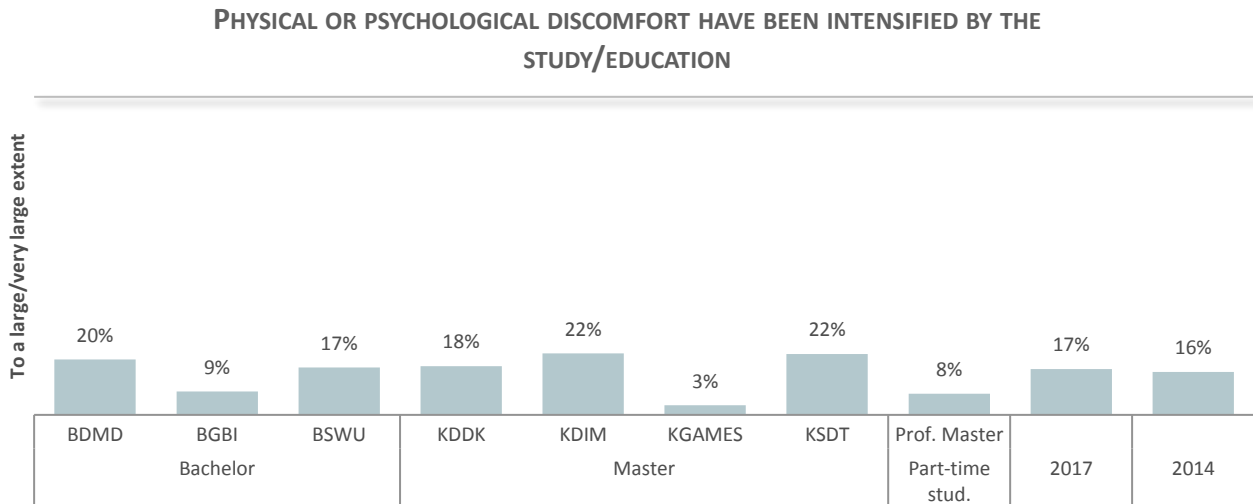


Figure 22. Physical or psychological discomforts are “to a large/very large extent” intensified by the study or study environment.

3.6. Summary and conclusion

The survey of the study environment based on students' responses has shown that the students are happy to be students at the ITU. Although there has been a decrease in perception of having a suitable workload, other results point in a positive direction. Most notably, the students experience a more positive atmosphere in 2017 and a higher percentage feel that they have a good relationship with fellow students. It is also noteworthy, that 81% of the students would recommend the education to others.

Overall, the students are still satisfied with their psychological study environment. It is noteworthy, however, that the results on the physical and aesthetic study environment in general is at the same or a lower level compared with 2014. There was an important exception from the generally slightly negative development in physical study environment. Now, 74% find the wireless network to be satisfactory opposite to 16% in 2014.

3.6.1. Summary of key findings

Table shows the most important general results. Within each of the survey's main areas, strengths and suggested attention areas are presented.

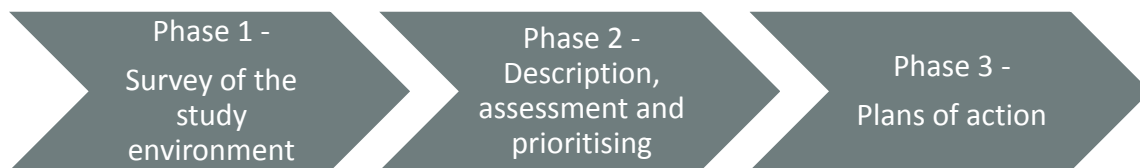
Table 9. Summary of the key strengths and attention areas.

	Strengths	Attention Areas
Psychological study environment	<ul style="list-style-type: none"> • Strong social environment (positive atmosphere, study relationship) • Students would recommend their education to others • High level of motivation (general) 	<ul style="list-style-type: none"> • Suitable workload • Access to relevant information BDMD and Prof. Masters • Motivation at BGBI
Physical/aesthetic environment	<ul style="list-style-type: none"> • Satisfactory wireless network 	<ul style="list-style-type: none"> • Improve AV equipment and other technical equipment • Improve facilities for group work
Health and well-being		<ul style="list-style-type: none"> • Increased prevalence of stress-related symptoms (felt worn out, headache, sleep disturbance) • Some level of (negative) connection between well-being and the study environment (stress-related symptoms)

3.7. How to proceed

The results of the survey should be communicated actively e.g. through intranet, e-mails or bills on the university premises so that the students are able to relate to the results and selected focus areas. A well-planned communication of the survey results will ensure that as many as possible will experience a connection between questionnaire, report and the following process.

Firstly, it is recommended that the study management discusses the results, and afterwards makes a strategy for the following process. Based on inspiration from the DCUM³, it is suggested, that the work with the *Study Environment Assessment* is split into three phases with phase 1 being the survey itself. The following phases may very well be conducted as a dialogue process including various parts of the university (e.g. students, management, and teachers). This procedure will enable the broadest possible support of the process.



PHASE 1. Survey of the study environment has provided valuable insight of the students' perception of their study programme and study environment

PHASE 2. Based on the results of the survey a closer discussion of possible focus areas is conducted. This process may be conducted as a dialogue e.g. via focus group interview as suggested by DCUM³. In this phase focus should be on solutions, which will result in the third phase: plans of action.

PHASE 3. Plans of action are discussed on the basis of the areas agreed upon in phase 2. In phase 3 the selected areas are clarified and responsibility is delegated.

³ DCUM = Danish Centre of Study Environment. DCUM is a government institution within the public administration. DCUM falls under the Ministry of Education.

4. APPENDIX

4.1. *The questionnaire*

STUDY ENVIRONMENT ASSESSMENT 2017

IT UNIVERSITY OF COPENHAGEN

The purpose of this survey is to assess the students' satisfaction with the study environment at the IT University, and identify any potential problems in the study environment.

Your response is invaluable to our efforts to make the university's study environment even better. It is also your opportunity to highlight any particular problems. We would be very grateful if you would spend approx. 10 minutes of your time to answer the questions.

The survey is anonymous and data is handled confidentially. The survey will be conducted by the external company Health Group A/S. Individual data will not be displayed, ONLY group data. This ensures that you as an individual cannot be identified.

The questionnaire covers the following key areas:

- Psychological study environment
- Physical and aesthetic study environment
- Health and well-being

PSYCHOLOGICAL STUDY ENVIRONMENT

1. Workload	To a very large extent	To a large extent	Some-what	To a lesser extent	To a very small extent
Do you feel the workload of your education is suitable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Motivation and development opportunities	To a very large extent	To a large extent	Some-what	To a lesser extent	To a very small extent
Do you feel motivated and committed to your studies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do your studies give you the opportunity to develop your skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your education provide you with entrepreneurial competences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The social environment	To a very large extent	To a large extent	Some-what	To a lesser extent	To a very small extent
Do you have a good study relationship with other students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel part of a community at your study programme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you generally experience a positive atmosphere at the university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there sufficient social events at the university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Communication/Information	To a very large extent	To a large extent	Some-what	To a lesser extent	To a very small extent	Don't know
Do you have easy access to information that is relevant to your study programme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Your Involvement in the education	To a very large extent	To a large extent	Some-what	To a lesser extent	To a very small extent	Don't know
Do you feel you have chosen the right education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you recommend others to take your education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you trust your education to give you the opportunity to get a job you want?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. OFFENSIVE BEHAVIOUR. During the previous 12 months have you been subjected to HARASSMENT, BULLYING or DISCRIMINATION?
(Here, we refer to actions or statements that you perceive as offensive, hurtful and/or degrading).

Harassment:	Yes, daily	Yes, weekly	Yes, monthly	Yes, occasionally	No
From an employee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From a fellow student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying:	Yes, daily	Yes, weekly	Yes, monthly	Yes, occasionally	No
From an employee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From a fellow student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination:	Yes, daily	Yes, weekly	Yes, monthly	Yes, occasionally	No
From an employee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From a fellow student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If yes, please describe briefly the type of offensive behaviour

Here you can provide additional information to the above responses about the psychological study environment

PHYSICAL AND AESTHETIC STUDY ENVIRONMENT

If you want to elaborate, you can write comments at the end of this section

7. How often do you use ITU's facilities? (Here we refer to study-related activities such as group work etc. and not teaching)	Daily	Weekly	Monthly	Occasion-ally	Never	Not relevant
Group rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auditorium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balconies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atrium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study hall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting boxes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rooms for thesis writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other facilities at the IT University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>DesignLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>GamesLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>PitLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>ETHOS</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>IMLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>IxDLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>REAL</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Are you satisfied with ITU's facilities? (When you use them for study-related activities such as group work etc. and not teaching)	To a very large extent	To a large extent	Some-what	To a lesser extent	To a very small extent	Don't know
Group rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auditorium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balconies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atrium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study hall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting boxes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rooms for thesis writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other facilities at the IT University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>DesignLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>GamesLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>PitLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>ETHOS</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>IMLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>IxDLab</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>REAL</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comments about the facilities here

9. Do you find that the university's physical surroundings/decor supports your use of the area outside scheduled activities?	
<input type="radio"/>	To a very large extent
<input type="radio"/>	To a large extent
<input type="radio"/>	Somewhat
<input type="radio"/>	To a lesser extent
<input type="radio"/>	To a very small extent
<input type="radio"/>	Don't know

10. During the semester, how much time do you on average spend at ITU outside scheduled activities? (we refer to study-related activities such as group work, individual preparation, projects etc.)	
<input type="radio"/>	0-5 hours
<input type="radio"/>	6-10 hours
<input type="radio"/>	11-15 hours
<input type="radio"/>	16-20 hours
<input type="radio"/>	More than 20 hours
<input type="radio"/>	Don't know

11. The physical and aesthetic study environment	To a very large extent	To a large extent	Somewhat	To a lesser extent	To a very small extent	Don't know
Do you think that furniture and other fixtures in the teaching rooms support good learning opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think there are sufficient facilities for group work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you think the premises are generally in a good, tidy and clean condition?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you generally find the temperature of the teaching rooms to be in order?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you generally find the indoor air of the teaching rooms to be in order?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, are you satisfied with the university's furniture and other fixtures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the library facilities satisfactory?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have sufficient access to study materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the kitchen facilities satisfactory?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Equipment and materials	To a very large extent	To a large extent	Some-what	To a lesser extent	To a very small extent	Don't know
Are the teaching materials such as AV equipment (projectors, sound, etc.) up to date?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the technical equipment such as computers and software used in teaching work to a satisfactory level?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there good support for the technical equipment at the university?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there a satisfactory wireless network?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there a sufficient number of power sockets for the use of computers etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comments about the physical and aesthetic study environment here

GENERAL SATISFACTION WITH YOUR EDUCATION AND YOUR STUDY ENVIRONMENT AT THE IT UNIVERSITY

13. In general, how satisfied are you with the following areas?

	Very satisfied	Satisfied	Dis-satisfied	Very dissatisfied
The physical and aesthetic study environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your psychological study environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comments about the psychological, physical and aesthetic study environment here

YOUR GENERAL WELL-BEING

To conduct a successful study environment assessment, it is essential for us to receive a little information about students' assessment of own health and well-being. This is examined in four categories of questions. Once again, we emphasise that this survey is conducted by an external partner and, thus, guarantee that this survey remains anonymous.

14. GENERAL HEALTH AND WELL-BEING.

How would you assess your current physical health and psychological well-being?

	Excellent	Good	Average	Not so good	Poor
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. SYMPTOMS IN THE LAST 4 WEEKS

During the previous 4 weeks, how often have you suffered from the following?

	Not at all	A little of the time	Some of the time	Most of the time	All of the time
Felt worn out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleep disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Headache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pain in the back, neck or shoulders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pain in other areas of the body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. THE SIGNIFICANCE OF THE SYMPTOMS

On a scale of 1 to 5, to what extent do you perceive the aforementioned symptoms as a problem for you?

<input type="radio"/>	1 (not at all)
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5 (to a very large extent)

17. LINK BETWEEN HEALTH, WELL-BEING AND THE STUDY ENVIRONMENT.

To what extent do you feel that any physical or psychological discomforts have been intensified by your education or study environment?

(please specify further below)

<input type="radio"/>	To a very large extent
<input type="radio"/>	To a large extent
<input type="radio"/>	Somewhat
<input type="radio"/>	To a small extent
<input type="radio"/>	Not at all
<input type="radio"/>	Cannot name any significant discomforts

Please write any comments about any links between health, well-being and the study environment here.

Every now and then, ITU needs to get in touch with our students. Which is the best way to reach you (e.g. e-mail, info screens, ReadIT, facebook, or...)?

Thank you for your response.

This survey will be used in our ongoing endeavours to further improve your education.

Should you have any further comments about the university or your study environment, please write them here.
