Overview

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Process summary & scale
- Core questionnaire covering arrival, learning, living, support, recommendation, application and choice of institution
- Semi-standardised online questionnaire format, adapted and customised for each partner institution
- Students invited to feedback from September to December 2016
- 159,959 international students responded from 196 institutions in 17 countries
- Institution-specific results compared against comparator groups, national and international benchmarks
- Reporting: in person, confidential and customised to each institution
### Benchmark groups

#### Europe ISB (39,771)

<table>
<thead>
<tr>
<th>Benchmark Group</th>
<th>University Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark G1</td>
<td>University of Oulu</td>
</tr>
<tr>
<td>Benchmark G2</td>
<td>Hochschule Mannheim</td>
</tr>
<tr>
<td>Benchmark G3</td>
<td>University of Bath</td>
</tr>
<tr>
<td>Benchmark G4</td>
<td>Imperial College London</td>
</tr>
<tr>
<td>Benchmark G5</td>
<td>University of Nottingham</td>
</tr>
<tr>
<td>Benchmark G6</td>
<td>Technical University of Denmark</td>
</tr>
<tr>
<td>Benchmark G7</td>
<td>Technical University of Helsinki</td>
</tr>
<tr>
<td>Benchmark G8</td>
<td>University of Melbourne</td>
</tr>
<tr>
<td>Benchmark G9</td>
<td>Technical University of Oslo</td>
</tr>
<tr>
<td>Benchmark G10</td>
<td>University of Auckland</td>
</tr>
</tbody>
</table>

### Survey highlights

- Research quality, institution reputation, specific course title are drivers in study decision
- The arrival process scores well apart from connecting with the German students
- Your international students are happy with the teaching at RUB but more attention for the international classroom and more connection to the world of work would benefit satisfaction scores
- The living satisfaction would benefit from more integration with the domestic students (and the buildings and the orientation offer room for improvement)
- Better access to the Careers Services for international students would be beneficial
Would you recommend the institution to others thinking of applying here?

Overall, how satisfied are you with all aspects of your experience at your institution?
Arrival

Arrival matrix

Overall satisfaction - Arrival

Benchmarking arrival (sorted by primary ranking group)

Einschreibungsprozess ist in Studierendensekretariat sehr schnell und gut gelaufen. Mitarbeiter waren sehr freundlich. Dankeschön Belarus.
In der Bibliothek der Ruhr-Universität Bochum konnte ich bis jetzt immer sehr gut lernen, es gab immer genügend Plätze und Computer, die Ausstattung und Anzahl der zur Verfügung gestellten Bücher hat mich beeindruckt.

Russian Federation
### Benchmarking living – Accommodation & living costs (sorted by primary ranking group)

<table>
<thead>
<tr>
<th>Institution</th>
<th>LIVING AVERAGE</th>
<th>LIVING OVERALL</th>
<th>Germany ISB</th>
<th>Europe ISB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uni Bochum</td>
<td>82.8%</td>
<td>86.8%</td>
<td>83.5%</td>
<td>78.8%</td>
</tr>
<tr>
<td>ISB</td>
<td>77.7%</td>
<td>80.3%</td>
<td>78.8%</td>
<td>80.7%</td>
</tr>
<tr>
<td>Uni Bonn</td>
<td>84.0%</td>
<td>85.2%</td>
<td>84.4%</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACcommodation &amp; living costs</th>
<th>Group</th>
<th>Benchmarking living - Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet access</td>
<td>83.2%</td>
<td>83.2%</td>
</tr>
<tr>
<td>Finding accommodation</td>
<td>83.2%</td>
<td>83.2%</td>
</tr>
<tr>
<td>Accommodation quality</td>
<td>84.8%</td>
<td>84.8%</td>
</tr>
<tr>
<td>Living cost</td>
<td>82.8%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Accommodation cost</td>
<td>88.8%</td>
<td>83.5%</td>
</tr>
<tr>
<td>Financial support</td>
<td>43.0%</td>
<td>47.5%</td>
</tr>
<tr>
<td>Earning money</td>
<td>53.2%</td>
<td>55.6%</td>
</tr>
</tbody>
</table>

Akafö accommodation is expensive. Turkey

### Advice from Chinese student

just come and make as much contact as possible with german students

Advice from Chinese student
Benchmarking living – Day to day life (sorted by primary ranking group)

<table>
<thead>
<tr>
<th>Living Element</th>
<th>Uni Bochum</th>
<th>Degree seeking</th>
<th>Student Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial support</td>
<td>80%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>Home friends</td>
<td>76%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Internet access</td>
<td>93%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>Transport links</td>
<td>84%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>Living Overall</td>
<td>83.8%</td>
<td>86.8%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Campus buildings</td>
<td>85%</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>Campus environment</td>
<td>86%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Day to day life</td>
<td>87.5%</td>
<td>87.7%</td>
<td>86%</td>
</tr>
<tr>
<td>Social activities</td>
<td>88%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Sport facilities</td>
<td>89%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Accommodation quality</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Finding accommodation</td>
<td>90%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Worship facilities</td>
<td>90%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>Good place to be</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Visa advice</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Transport links uni</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>Campus environment</td>
<td>92%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Safety</td>
<td>92%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Finding accommodation</td>
<td>93%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Worship facilities</td>
<td>94%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>Good place to be</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Visa advice</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Transport links uni</td>
<td>95%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>Campus environment</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Safety</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Finding accommodation</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Worship facilities</td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>Good place to be</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>Visa advice</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>Transport links uni</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>Campus environment</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>Safety</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Living satisfaction (year on year*)

Worse in 2016

Living – degree-seeking vs. exchange students

Living overall – 2016

Living satisfaction – Year on year comparison

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In general, I found really nice support people who look like they want to help me but not always are able to communicate in English. IT services is a place hidden from the humanity, but once you find them, they are helpful. On the contrary, AKAFÖ is really easy to find but in most of the opportunities they are completely helpless. I do not blame the people though, I think the Wohnheim System is not the adequate to answer efficiently to the students needs. Columbia
Motivations

Future job security is important to me
I like to be recognised for my achievements
I study so that I can get a good job
I want to make a difference to the world
I want people to listen to me
I would like a career with high social status
I want to make a lot of money
Work is more important to me than personal life

Expectations of careers support

Advice
Information
Support
Training
Opportunities to meet employers
Placement
Network with Alumni
Employment
Representation

Conclusion & Recommendations ISB 2016

- Research quality, institution reputation, specific course title are drivers in study decision
- The arrival process scores well apart from connecting with the German students
- Your international students are happy with the teaching at RUB but more attention for the international classroom and more connection to the world of work would benefit satisfaction scores
- The living satisfaction would benefit from more integration with the domestic students (and the buildings and the orientation offer room for improvement)
- Better access to the Careers Services for international students would be beneficial - The largest improvement could come from offering more workshops/services in English to suit your international students more

Recruitment Cycle:

Employability is a key driver for student satisfaction
Deliverables

Institution-specific data

Propensity to recommend

Learning satisfaction - by study level

Summary findings

Details presentations

Open comments analysis

Next generation tools – interact 2.2

Global Views – An interactive online map, showing student mobility in your country

Global Views – An interactive online map, showing student mobility in your country

Introducing the i-mark

Available to HE institutions worldwide taking part in the ISB or SB

Instant and easy recognition of an institution’s dedication to the student experience

Use on website and promotional literature

“Great university, great teachers, great accommodation, so many way to make English and foreign friends, a really good place, ecologic.

It’s the best year of my life, I think I’m very lucky to study here and I will advice this university at everyone without any doubt!”

“We are using the i-mark on our admission webpages to show potential students that we use the ISB for program quality management and service development.”
Thank you! Any questions?

- Thank you for listening!
- Any questions?
- Feel free to contact Nannette Ripmeester
  (nannette.ripmeester@i-graduate.org or n.ripmeester@labourmobility.com)

A member of the i-graduate Research Team will be in contact with details of your institution’s online password-protected Filestore (www.i-graduate.org/Filestore)

Filestore contains: full PDF presentation, open comments spreadsheet, institution breakdown sheet and ranking sheets.

Questionnaire flow

- Background
  - Nationality
  - Accommodation
  - Funding
  - Level of study
  - Area of study
  - School/Faculty/Department
  - Year of study

- Pre-Arrival
  - Choice of destination
  - Key influences
  - Application process
  - Visa/Satisfaction
  - Agents

- Arrival Experience
  - Overall Satisfaction
  - Rating on experience

- Support Experience
  - Overall Satisfaction
  - Relevance of services
  - Satisfaction with services used

- Recommendation & Reflections
  - Recommendation to others

- Future Plans
  - Employment
  - Study

Learning Experience
- Overall Satisfaction
- Satisfaction of learning elements
- Engagement measures

Living Experience
- Overall Satisfaction
- Satisfaction of living elements

Arrival terminology

Terminology in Standard Questionnaire | Terminology in University Questionnaire | Terminology in Report
--- | --- | ---
Registration | Enrolment/Academic registration | Registration
Admissions Office | Admissions Office | Admissions Office
Internet access | Internet access at my accommodation | Internet access
Host friends | Making friends from the country | Host friends
Formal welcome | Formal welcome at the institution | Formal welcome
Local orientation | Orientation to the local area | Local orientation
Meeting staff | Meeting academic staff | Meeting staff
Other friends | Making friends from other countries | Other friends
Institution orientation | University/institution orientation (Introduction Day) | Introduction Day
Home/Other friends | Making friends from my home country | Home/Other friends
Accommodation condition | Condition of accommodation on arrival | Accommodation condition
Bank account | Setting up a bank account | Bank account
First night | First night - getting to where I would stay | First night
Accommodation Office | Accommodation Office - AKAFO | Accommodation Office - AKAFO

Terminology in Report

Not a full list of questions
### Terminology in Questionnaire vs. Terminology in Report

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of lectures (BA, MA, FC, non-degree &amp; other students only)</td>
<td>Quality lectures</td>
</tr>
<tr>
<td>The subject area expertise of lecturers/periods</td>
<td>Expert lecturers</td>
</tr>
<tr>
<td>The teaching ability of lecturers/periods</td>
<td>Good teachers</td>
</tr>
<tr>
<td>The academic content of my course/studies</td>
<td>Course content</td>
</tr>
<tr>
<td>The organization and smooth running of the course (BA, MA, FC, non-degree &amp;</td>
<td>Course organisation</td>
</tr>
<tr>
<td>other students only)</td>
<td></td>
</tr>
<tr>
<td>The level of research activity</td>
<td>Research</td>
</tr>
<tr>
<td>Academic staff whose English I can understand</td>
<td>Academics' English</td>
</tr>
<tr>
<td>Getting time from academic staff when I need it/personal support with learning</td>
<td>Learning support</td>
</tr>
<tr>
<td>Feedback on coursework/formal written submissions</td>
<td>Performance feedback</td>
</tr>
<tr>
<td>Explanation of marking/assessment criteria</td>
<td>Marking criteria</td>
</tr>
<tr>
<td>Fair and transparent assessment of my work</td>
<td>Assessment</td>
</tr>
</tbody>
</table>

### Terminology in Questionnaire vs. Report

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of the lecture theatres and classrooms</td>
<td>Learning spaces</td>
</tr>
<tr>
<td>The quality of the library facilities</td>
<td>Laboratories</td>
</tr>
<tr>
<td>The physical library facilities</td>
<td>Physical library</td>
</tr>
<tr>
<td>The online library facilities</td>
<td>Online library</td>
</tr>
<tr>
<td>The learning technology (PCs, networking, etc)</td>
<td>Technology</td>
</tr>
<tr>
<td>Virtual learning environment (Blackboard/ WebCT/ Weblearn)</td>
<td>Virtual learning</td>
</tr>
</tbody>
</table>

### Living terminology – Accommodation & Living Costs

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of accommodation (excludes ‘living at home’/ ‘living with friends or relatives’)</td>
<td>Accommodation-quality</td>
</tr>
<tr>
<td>The cost of accommodation (excludes ‘living at home’/ ‘living with friends or relatives’)</td>
<td>Accommodation cost</td>
</tr>
<tr>
<td>The cost of living</td>
<td>Living cost</td>
</tr>
<tr>
<td>The opportunity to earn money while studying</td>
<td>Earning money</td>
</tr>
<tr>
<td>The availability of financial support/ bursaries etc.</td>
<td>Financial support</td>
</tr>
<tr>
<td>Internet access at my accommodation</td>
<td>Internet access</td>
</tr>
</tbody>
</table>

### Learning terminology - Teaching

<table>
<thead>
<tr>
<th>Terminology in Questionnaire</th>
<th>Terminology in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of lectures (BA, MA, FC, non-degree &amp; other students only)</td>
<td>Quality lectures</td>
</tr>
<tr>
<td>The subject area expertise of lecturers/periods</td>
<td>Expert lecturers</td>
</tr>
<tr>
<td>The teaching ability of lecturers/periods</td>
<td>Good teachers</td>
</tr>
<tr>
<td>The academic content of my course/studies</td>
<td>Course content</td>
</tr>
<tr>
<td>The organization and smooth running of the course (BA, MA, FC, non-degree &amp; other students only)</td>
<td>Course organisation</td>
</tr>
<tr>
<td>The level of research activity</td>
<td>Research</td>
</tr>
<tr>
<td>Academic staff whose English I can understand</td>
<td>Academics' English</td>
</tr>
<tr>
<td>Getting time from academic staff when I need it/personal support with learning</td>
<td>Learning support</td>
</tr>
<tr>
<td>Feedback on coursework/formal written submissions</td>
<td>Performance feedback</td>
</tr>
<tr>
<td>Explanation of marking/assessment criteria</td>
<td>Marking criteria</td>
</tr>
<tr>
<td>Fair and transparent assessment of my work</td>
<td>Assessment</td>
</tr>
</tbody>
</table>

### Learning terminology - Studies

<table>
<thead>
<tr>
<th>Terminology in Questionnaire</th>
<th>Terminology in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance in topic selection and refinement by my supervisor (MA &amp; PhD students only)</td>
<td>Topic selection</td>
</tr>
<tr>
<td>Confidence about managing a research project as a result of my experience so far (PhD students only)</td>
<td>Managing research</td>
</tr>
<tr>
<td>Advice and guidance on long-term job opportunities and careers from academic staff</td>
<td>Careers advice</td>
</tr>
<tr>
<td>Learning that will help me get a good job</td>
<td>Employability</td>
</tr>
<tr>
<td>Opportunities for work experience/ work placements as part of my studies</td>
<td>Work experience</td>
</tr>
<tr>
<td>Studying with people from other cultures</td>
<td>Multicultural</td>
</tr>
<tr>
<td>Help to improve my English language skills (if applicable)</td>
<td>Language support</td>
</tr>
<tr>
<td>Opportunities to teach (PhD students only)</td>
<td>Opportunities to teach</td>
</tr>
<tr>
<td>The size of classes (BA, MA, FC, non-degree &amp; other students only)</td>
<td>Class size</td>
</tr>
</tbody>
</table>

### Learning terminology - Facilities

<table>
<thead>
<tr>
<th>Terminology in Questionnaire</th>
<th>Terminology in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of the lecture theatres and classrooms</td>
<td>Learning spaces</td>
</tr>
<tr>
<td>The quality of the library facilities</td>
<td>Laboratories</td>
</tr>
<tr>
<td>The physical library facilities</td>
<td>Physical library</td>
</tr>
<tr>
<td>The online library facilities</td>
<td>Online library</td>
</tr>
<tr>
<td>The learning technology (PCs, networking, etc)</td>
<td>Technology</td>
</tr>
<tr>
<td>Virtual learning environment (Blackboard/ WebCT/ Weblearn)</td>
<td>Virtual learning</td>
</tr>
</tbody>
</table>
## Living terminology – Social

<table>
<thead>
<tr>
<th>Terminology in Questionnaire</th>
<th>Terminology in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making friends from my home country</td>
<td>Home friends</td>
</tr>
<tr>
<td>Making friends from this country</td>
<td>Host friends</td>
</tr>
<tr>
<td>Making friends from other countries</td>
<td>Other friends</td>
</tr>
<tr>
<td>Opportunities to experience the culture of this country</td>
<td>Host culture</td>
</tr>
<tr>
<td>The sports facilities</td>
<td>Sports facilities</td>
</tr>
<tr>
<td>The social facilities (common room etc.)</td>
<td>Social facilities</td>
</tr>
<tr>
<td>The social activities (organised events)</td>
<td>Social activities</td>
</tr>
<tr>
<td>Making good contacts for the future</td>
<td>Good contacts</td>
</tr>
</tbody>
</table>

## Living terminology – Day to Day Life

<table>
<thead>
<tr>
<th>Terminology in Questionnaire</th>
<th>Terminology in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling safe and secure</td>
<td>Safety</td>
</tr>
<tr>
<td>The surroundings outside the institution</td>
<td>Good place to be</td>
</tr>
<tr>
<td>Transport between institutional locations</td>
<td>Transport links uni</td>
</tr>
<tr>
<td>The transport links to other places</td>
<td>Transport links (other places)</td>
</tr>
<tr>
<td>The facilities for religious worship (quiet room/prayer room, etc.)</td>
<td>Worship facilities</td>
</tr>
<tr>
<td>Immigration and visa advice from the institution</td>
<td>Visa advice</td>
</tr>
<tr>
<td>The institution’s eco-friendly attitude to the environment (e.g. recycling/energy etc.)</td>
<td>Eco-friendly attitude</td>
</tr>
<tr>
<td>The design and quality of the campus buildings (what they look like, internal quality, functionality and beauty)</td>
<td>Campus buildings</td>
</tr>
<tr>
<td>The quality of the external campus environment (landscaping, street furniture, litter, trees, bicycle parking, signage)</td>
<td>Campus environment</td>
</tr>
</tbody>
</table>

## Support terminology

<table>
<thead>
<tr>
<th>Terminology in Standard Questionnaire</th>
<th>Terminology in University Questionnaire</th>
<th>Terminology in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering</td>
<td>Campus eating places (e.g. Mensa, Cafeteria)</td>
<td>Campus eating places</td>
</tr>
<tr>
<td>International Office</td>
<td>International Office</td>
<td>International Office</td>
</tr>
<tr>
<td>Accommodation Office</td>
<td>Accommodation Office - RWTH</td>
<td>Accommodation Office</td>
</tr>
<tr>
<td>Student Services/Admission Office</td>
<td>Student Services/Admission Office</td>
<td>Student Services/Admission Office</td>
</tr>
<tr>
<td>Examination Office</td>
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<tr>
<td>IT Services</td>
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<td>IT Services</td>
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<tr>
<td>Welcome Centre (PhD students only)</td>
<td>Welcome Centre (PhD students only)</td>
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<tr>
<td>Student Mail</td>
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<td>Counseling</td>
<td>Counselling Service</td>
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</tr>
<tr>
<td>Disability Support</td>
<td>Disability Support</td>
<td>Disability Support</td>
</tr>
</tbody>
</table>

**Postgraduate students only
Brand strength

Uni Bochum (266, inner circle) vs Germany ISB (9987, outer circle)

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

- The country
- The institution
- Don’t know

Was this country your first choice for international education?

- No
- Yes

Agent rating

Agent rating asked to all 1st year students

Benchmarking arrival

Arrival section asked to all 1st year students

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Student engagement - Challenges

- Use Bochum (617)
  - 12%
- Germany ISB (13115)
  - 25%
- Use Bochum (614)
  - 18%
- Germany ISB (13277)
  - 45%
- Use Bochum (615)
  - 18%
- Germany ISB (13142)
  - 11%
- Germany ISB (614)
  - 15%
- Germany ISB (13151)
  - 10%

Thinking back over this academic year, to what extent has your course challenged you:

- 100%
- 80%
- 60%
- 40%
- 20%
- 10%
- 0%

Depth

- Uni Bochum (77.7%)
- Germany ISB (43.0%)
- 53.2%
- 63.2%
- 69.8%
- 82.6%
- 83.2%
- 84.8%

- Uni Bochum (78.8%) Germany ISB (55.4%)
- 53.5%
- 60.9%
- 63.3%
- 70.9%
- 80.3%
- 84.7%

- Germany ISB (86.8%)
- 79.9%
- 55.4%
- 53.5%
- 60.9%
- 63.3%
- 70.9%
- 80.3%
- 84.7%

- Germany ISB (83.5%)
- 78.8%
- 47.5%
- 55.8%
- 62.0%
- 72.9%
- 84.5%
- 84.8%

- Europe ISB
  - Very often
  - 84.4%
  - 78.5%
  - 45.3%
  - 60.9%
  - 64.7%
  - 72.2%
  - 78.3%
  - 83.7%
- Europe ISB
  - Sometimes
  - 38%
  - 2%
  - 3%
  - 6.5%
  - 2.9%

- Germany ISB
  - Often
  - 84.4%
  - 78.5%
  - 45.3%
  - 60.9%
  - 64.7%
  - 72.2%
  - 78.3%
  - 83.7%

Benchmarking living – Accommodation & living costs

- Uni Bochum (83.8%)
- Germany ISB (177.1%)
- 73.2%
- 78.5%
- 85.3%
- 82.5%
- 83.1%
- 81.9%
- 85.8%
- 87.7%

- Germany ISB (83.5%)
- 78.8%
- 67.4%
- 76.1%
- 85.2%
- 82.4%
- 78.4%
- 85.7%
- 89.3%
- 79.1%

- Europe ISB
  - Very often
  - 84.4%
  - 78.5%
  - 45.3%
  - 60.9%
  - 64.7%
  - 72.2%
  - 78.3%
  - 83.7%

- Europe ISB
  - Sometimes
  - 38%
  - 2%
  - 3%
  - 6.5%
  - 2.9%

- Germany ISB
  - Often
  - 84.4%
  - 78.5%
  - 45.3%
  - 60.9%
  - 64.7%
  - 72.2%
  - 78.3%
  - 83.7%

- Germany ISB
  - Sometimes
  - 38%
  - 2%
  - 3%
  - 6.5%
  - 2.9%

- Germany ISB
  - Often
  - 84.4%
  - 78.5%
  - 45.3%
  - 60.9%
  - 64.7%
  - 72.2%
  - 78.3%
  - 83.7%

- Germany ISB
  - Sometimes
  - 38%
  - 2%
  - 3%
  - 6.5%
  - 2.9%

- Germany ISB
  - Often
  - 84.4%
  - 78.5%
  - 45.3%
  - 60.9%
  - 64.7%
  - 72.2%
  - 78.3%
  - 83.7%

- Germany ISB
  - Sometimes
  - 38%
  - 2%
  - 3%
  - 6.5%
  - 2.9%

Benchmarking living – Social

- Uni Bochum (177.1%)
- Germany ISB (83.5%)
- 77.7%
- 79.9%
- 78.5%
- 78.8%
- 79.6%
- 79.9%
- 80.4%
- 80.7%
- 84.2%
- 85.2%
- 85.9%

- Germany ISB (83.5%)
- 78.8%
- 67.4%
- 76.1%
- 85.2%
- 82.4%
- 78.4%
- 85.7%
- 89.3%
- 79.1%

- Europe ISB
  - Very often
  - 84.4%
  - 78.5%
  - 45.3%
  - 60.9%
  - 64.7%
  - 72.2%
  - 78.3%
  - 83.7%

- Europe ISB
  - Sometimes
  - 38%
  - 2%
  - 3%
  - 6.5%
  - 2.9%

- Germany ISB
  - Often
  - 84.4%
  - 78.5%
  - 45.3%
  - 60.9%
  - 64.7%
  - 72.2%
  - 78.3%
  - 83.7%

- Germany ISB
  - Sometimes
  - 38%
  - 2%
  - 3%
  - 6.5%
  - 2.9%
Institution Support Base Numbers

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<thead>
<tr>
<th>Element</th>
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<tr>
<td>Campus eating places</td>
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<td>269</td>
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<td>Welcome Centre</td>
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<td>Students’ Union (ASIA)</td>
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<td>Student advisory serv</td>
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<td>Clubs/Societies</td>
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<td>Research School**</td>
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<td>Erasmus Dep. Coord.</td>
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<td>Careers Service</td>
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<td>Counselling</td>
<td>27</td>
</tr>
<tr>
<td>Disability Support</td>
<td>16</td>
</tr>
</tbody>
</table>

Funding breakdown

- **Family**: 70%
- **Own funds (e.g. savings)**: 12%
- **Employment while studying**: 12%
- **Scholarship, bursary or grant**: 5%
- **Loan**: 2%
- **Government/State funding (e.g. BAFöG)**: 2%
- **Other financial assistance**: 2%
- **Other**: 6%
- **Employer**: 11%

Accommodation Cost

- €200 - €299: 14%
- €300 - €399: 9%
- €400 - €499: 23%
- €500 - €599: 3%
- €600 - €699: 9%
- €700 - €799: 14%
- €800 - €899: 9%
- €900 - €999: 3%
- €1000 - €1099: 14%
- €1100 - €1199: 9%
- €1200 - €1299: 9%
- Over €1300: 9%

Keen to enhance employability?

The gamification solution for enhanced employability in a global workplace

INTERNATIONAL CAREER ADVICE
ALUMNI RELATIONS
SOFTWARE TRAINING BY GAMING
EMPLOYABILITY DATA

CareerProfessor.works™

For further details, please contact nannette.ripmeester@graduate.org

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Need to make changes?

All graduates now partnered with Higher Education Academy (HEA), an independent, non-profit organization that champions teaching excellence globally to improve student outcomes.

HEA and their global network of consultants can work with you to address your key priorities and issues identified in the Barometer.

The framework for enhancing student success in higher education:

- Embedding employability: providing the opportunities for students to develop the knowledge, attitudes, behaviours and skills that they will require throughout their working lives
- Internationalising HE: preparing all students to live in a globally interconnected society
- Student access, retention, attainment and progression: helping students adapt to and through university
- Improving assessment and feedback so that all students reach their potential

For further details please contact info@i-graduate.org

Global Education Profiler: GE-P

Employers seek graduates who have worked in multicultural teams, across multiple languages and who can communicate effectively across cultures. Graduates need to be armed with global skills to give them the best chance in the world of work.

The GE-P deep dives key areas of student integration and global graduate skills.

- Integration:
  - Social integration
  - Academic integration
- Global graduate skills:
  - Communication
  - Foreign language learning
  - Global development opportunities and support

Registering for 2017. For further details, please contact info@i-graduate.org

PTES / PRES – be part of the early adopters group

Benefits of the ‘early adopters’ group

- Be seen to be leading the way in demonstrating a commitment to providing excellent post-graduate provision
- 10% discount on purchase of PTES and/or PRES surveys
- Free bespoke benchmarking, beyond the standard reporting package
- Joint publicity and other opportunities to showcase your work at HEA/i-graduate events
- A free place on the HEA Surveys Conference in May 2017. This conference brings together the UK HE sector to understand how to drive enhancement from insight from student surveys, metrics and other research

For further details please contact info@i-graduate.org

Contact details

- For further information about the Student Barometer, please contact Nannette Ripmeester (nannette.ripmeester@i-graduate.org)
- For further details of any of our other research services, please contact a member of the i-graduate Research Team (info@i-graduate.org)
- Where we work:
  - ASIA
  - AUSTRALIA & NEW ZEALAND
  - NORTH AMERICA
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