

trendence  
**GRADUATE**  
BAROMETER  
**2015**



Universitatea "Babeş-  
Bolyai" din Cluj-Napoca



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research » strategies » careers

The logo is a white circle containing the text 'trendence GRADUATE BAROMETER 2015' and a blue line graph at the bottom.

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# Welcome to trendence 2015

Over 280.000 participants  
from 24 European countries  
from more than 950 universities...

...have their say on:

- >> their university
- >> their career targets
- >> current topics



# Publication Information

Dear readers,

Thank you for your participation in the trendence Graduate Barometer 2015! This report has been specifically compiled for your university and contains data that has not yet been published. We receive many requests from students and universities for permission to cite the presented data and results. Therefore we have compiled the following list of do's and don'ts:

- >> You are welcome to use individual figures from this report for internal and external communication through the university website or newsletter citing trendence Institute as your source in the text. However, publication of the whole report or parts therein, e.g. complete tables or images, is not permitted.
- >> You may use the reported data for academic purposes (personal studies, lectures etc.)
- >> Furthermore, you are permitted to publish the report results on restricted access platforms which are university internal, provided that the data cannot be forwarded to third parties through this platform.

Kind regards,  
Your trendence team



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# Contents

Thank you for participating in the trendence Graduate Barometer 2015! We are delighted to present the results for you in this report. After a general introduction, the following three chapters will be presented:

## Students Surveyed

Here you can see the sample upon which the results are based. In addition to sample size and demographic data you will also find information regarding the respective disciplines and degree levels. This information is important since the distribution shown may differ from the statistics of your university depending upon student participation.



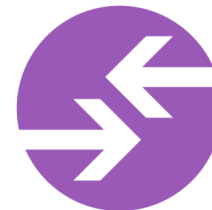
## Student Feedback on Universities

Student feedback regarding 28 different criteria in various forms is presented in this chapter. You will learn what is important to your students and how your university's performance compares to other universities within your country.



## Communication and Career

Here you can view student career, salary and working hour preferences. These are important factors regarding student's preference and selection of employers. Additionally, you can identify which sources of information students use to inform themselves about careers and employers.



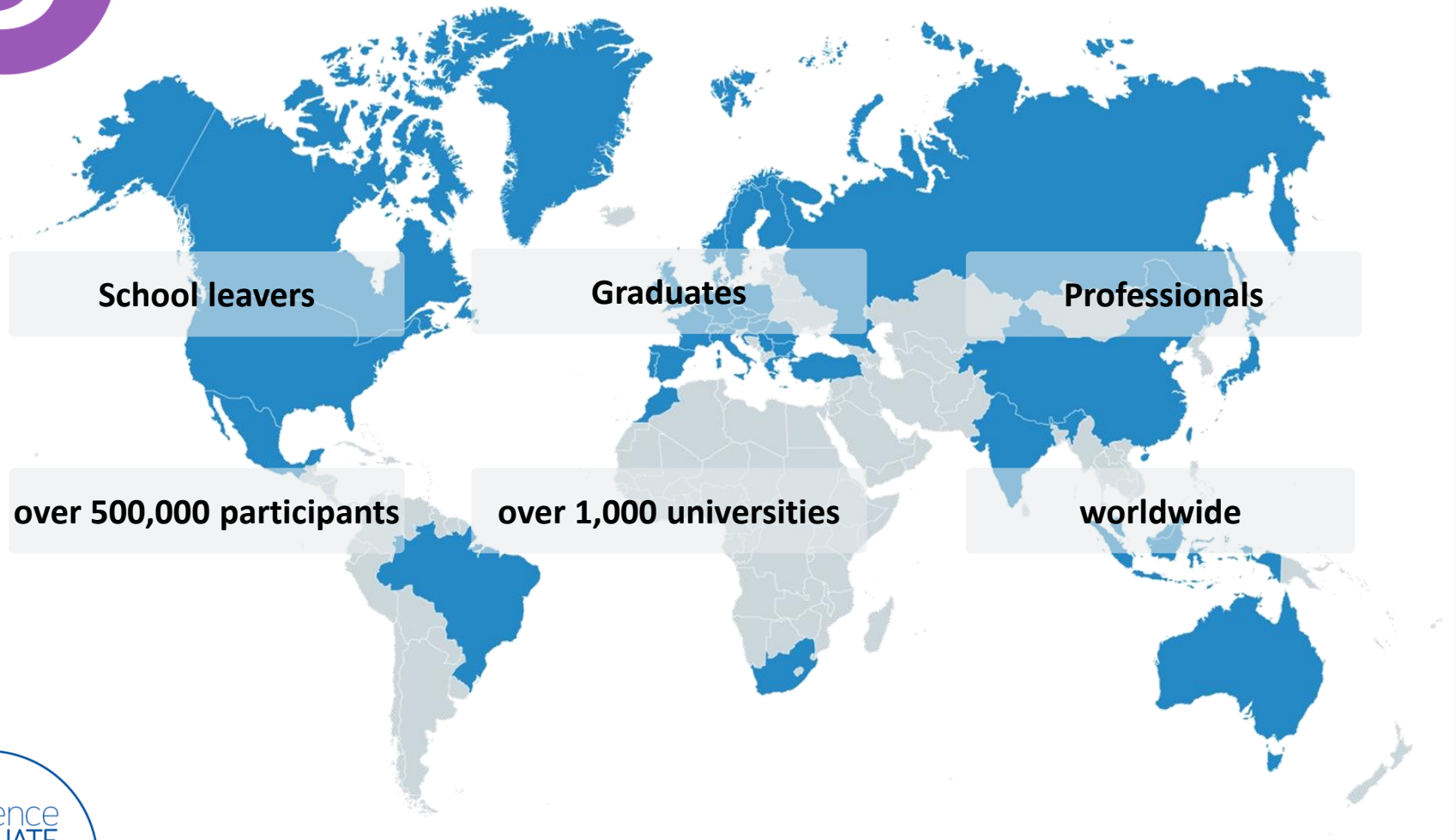


## General information & Methodology

- >> The trendence Graduate Barometer has grown to be the largest survey on career, education and employer topics in Europe. 952 institutions in 24 countries took part and 281.749 students answered the survey.
- >> The students were asked about their preferences and expectations in their future career, their satisfaction with their university and the attractiveness of future employers.
- >> The field-phase took place from October 2014 until February 2015. The data was analyzed with statistical tools in compliance with valid MRS and ESOMAR codes and ISO 20252.



# trendence worldwide





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- Students Surveyed

- Student Feedback on Universities

- Communication and Career



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# Students Surveyed







# Students Surveyed

## Chapter contents

- >> Number of students participating and countries surveyed: How many students participated in your country and in which countries was the survey implemented?
- >> Demographic data and more: In addition to the age structure of the sample, the distribution of disciplines and pursued degrees are assessed. Important to note here is that the discipline does not indicate a specific degree course or “major” at your university but rather the subject area to which a student allocates herself/himself.
- >> Experience profile & soft skills: What qualifications have your students already obtained besides subject-specific qualifications? How do they assess their own soft skills?
- >> Language skills: Which languages do your students speak other than their native language?



# Participation in the Total Edition

trendence Graduate Barometer 2015	Total Edition
<b>Your students</b>	
<b>Universitatea "Babeş-Bolyai" din Cluj-Napoca</b>	<b>198</b>
Austria	6.189
Belgium	5.594
Bulgaria	5.158
Czech Republic	8.496
Denmark	1.540
Finland	4.474
France	21.672
Germany	36.304
Greece	7.613
Hungary	10.088
Ireland	7.385
Italy	25.003
Netherlands	691
Norway	1.413
Poland	15.796
Portugal	7.934
▶ Romania	<b>7.413</b>
Russia	8.451
Slovakia	7.956
Spain	35.920
Sweden	2.768
Switzerland	4.727
Turkey	9.864
United Kingdom	38.466



# Short profile of key researched groups

Short Profile		Europe	Romania	Your students
	Age (years)	Ø 22,8	Ø 22,8	Ø 23,5
<b>PROFILE</b>	Male	45,5%	37,1%	33,7%
	Female	54,5%	62,9%	66,3%
<b>COURSE LEVEL</b>	Bachelor	65,0%	72,7%	28,6%
	Master	31,7%	24,8%	68,5%
	PhD/Doctorate	3,2%	2,2%	2,6%
<b>EXPERIENCES</b>	Work experience related to my course	56,8%	60,1%	60,8%
	Work experience unrelated to my course	64,5%	59,2%	60,0%
	Work, study or voluntary activities in a foreign country	31,4%	39,5%	40,8%
<b>EXPECTATIONS</b>	Working hours (hrs)	Ø 42,1	Ø 40,1	Ø 40,1
	Expected income (€)	Ø 23.040	Ø 8.104	Ø 6.566

**Question: Age**

**Question: Gender**

**Question: What type of course are you currently completing?**

**Question: What experience (of at least 3 months in length) do you have?**

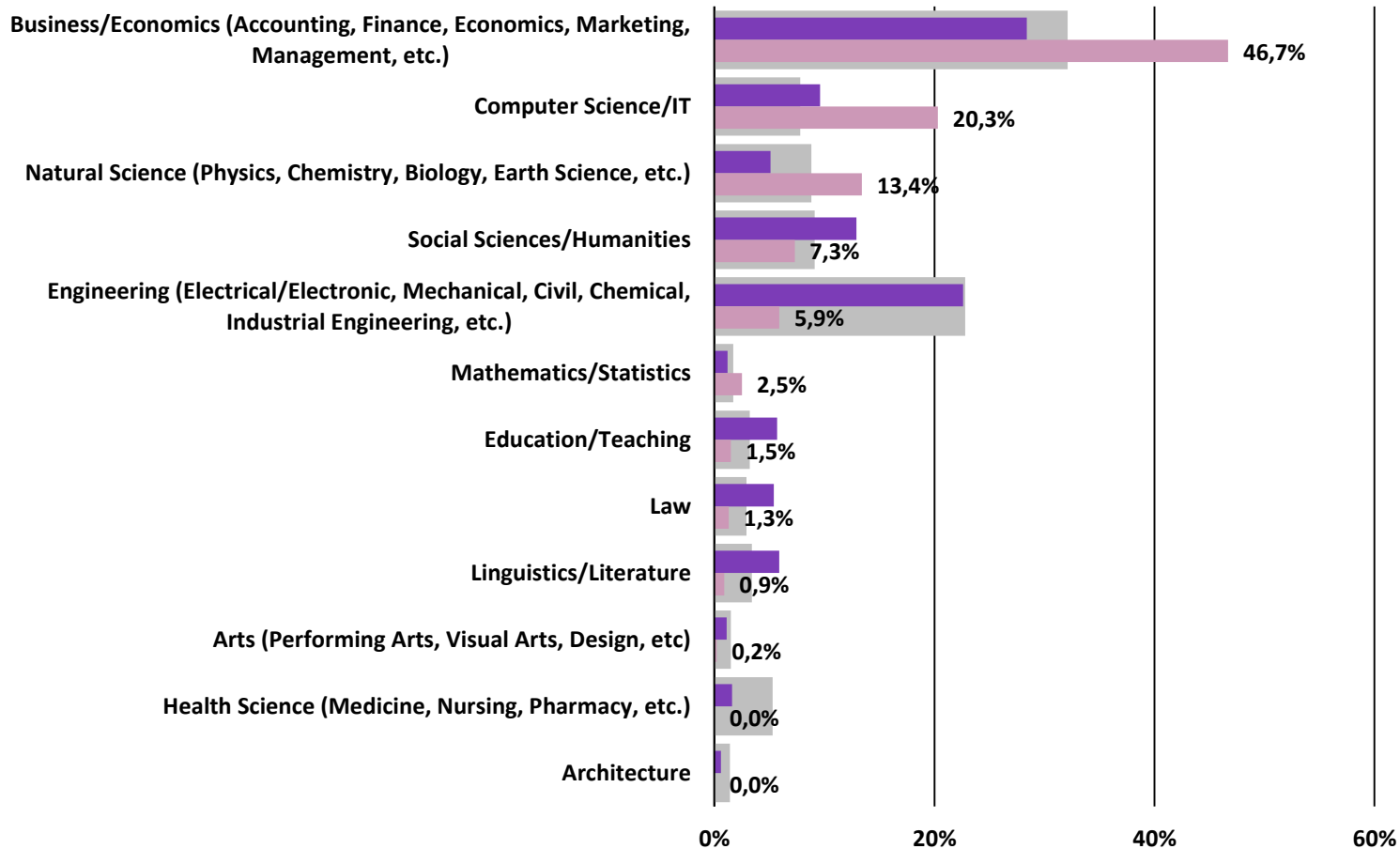
**Question: How many hours are you prepared to work in your first job?**

**Question: How much do you expect to earn in this job?**





# Main subjects studied



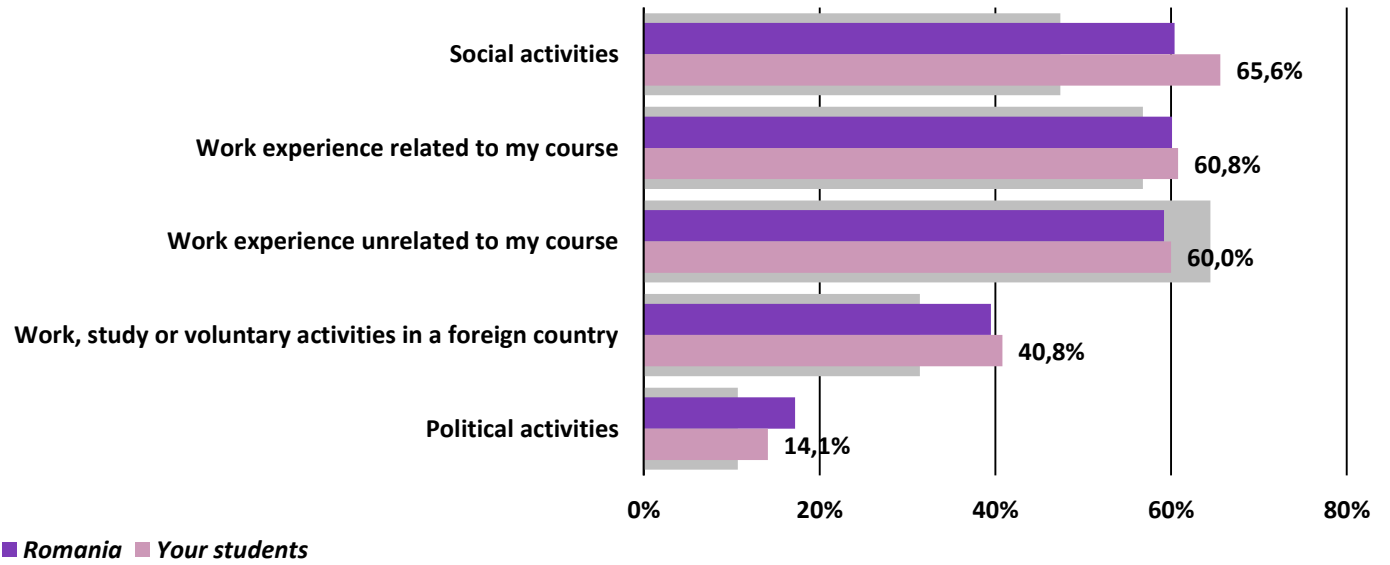
■ Europe ■ Romania ■ Your students

Question: Which one of the following best describes the main subject that you are studying/have studied?





# Students' experience

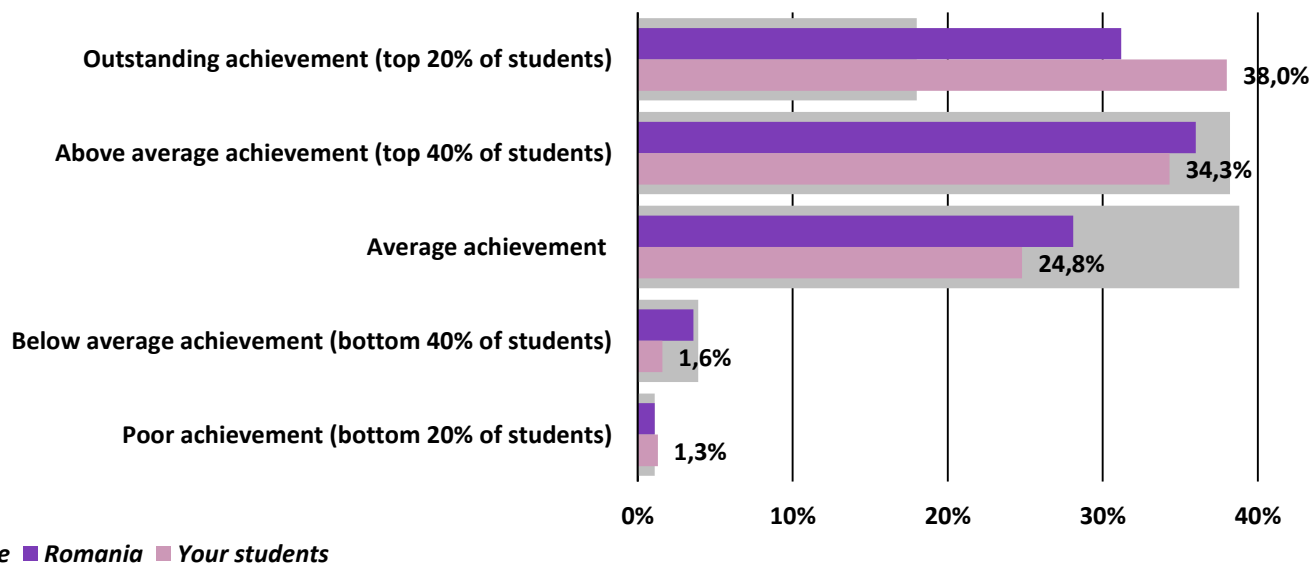


Question: What experience (of at least 3 months' length) do you have?





# Academic achievement



Question: How would you describe your academic achievements?





## Soft skills for the world of work

During the investigation, students are asked to evaluate their own personality traits (soft skills) as they relate to them in a professional context. Students are asked about individual traits with the aid of statements, which they can either confirm or deny on a four-point scale ('Doesn't apply at all', 'Doesn't really apply', 'Applies somewhere', 'Fully applies'). Only participants who selected 'Fully applies' or 'Applies somewhere' to both statements have been matched to the according characteristic.

For the presentation of the results these statements are summarized into characteristics:

Reliability: 'I always meet predetermined deadlines.'

Reliability: 'I always check my work is correct before I hand it in.'

Achievement and aspiration: 'My own mistakes irritate me and I always try to learn from them.'

Achievement and aspiration: 'In my free time I read subject specific literature to improve my knowledge.'

Flexibility: 'After the internal restructuring of business, I am open to new topic areas and tasks.'

Flexibility: 'When I become aware that I am not progressing, I change my strategy.'

Ability to work under pressure: 'Even after considerable constructive criticism I remain friendly and do not feel personally attacked.'

Ability to work under pressure: 'I meet predetermined deadlines, even if this means working at a higher level.'

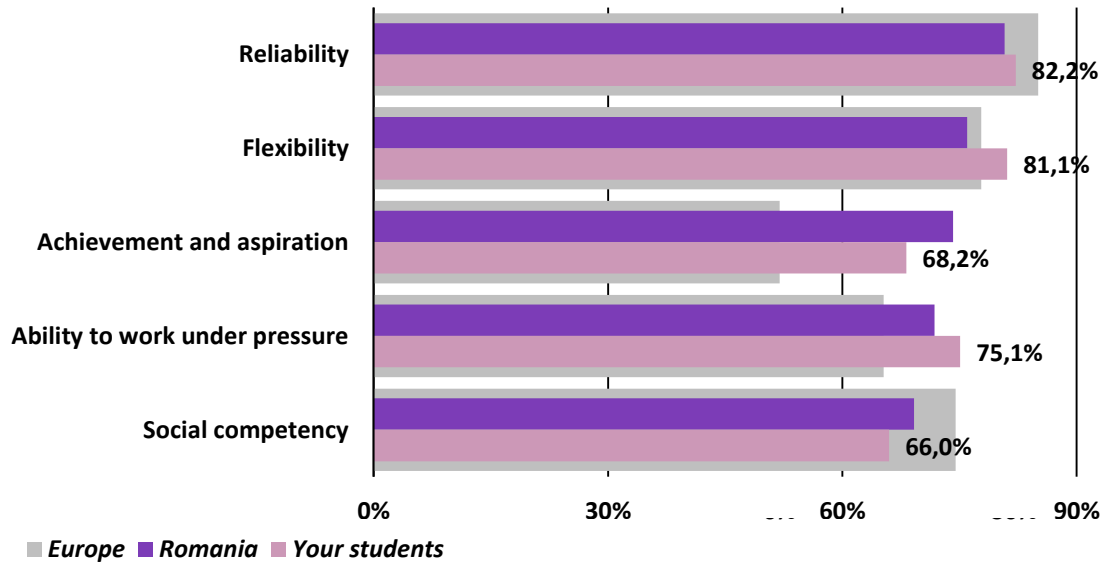
Social competency: 'I pay attention to the mannerisms and gestures of those I talk to.'

Social competency: 'I let other people argue their case before I voice my opinion.'

The statements and their wording have been tested for their quality and directness in a variety of pre-tests.



# Soft skills for the world of work

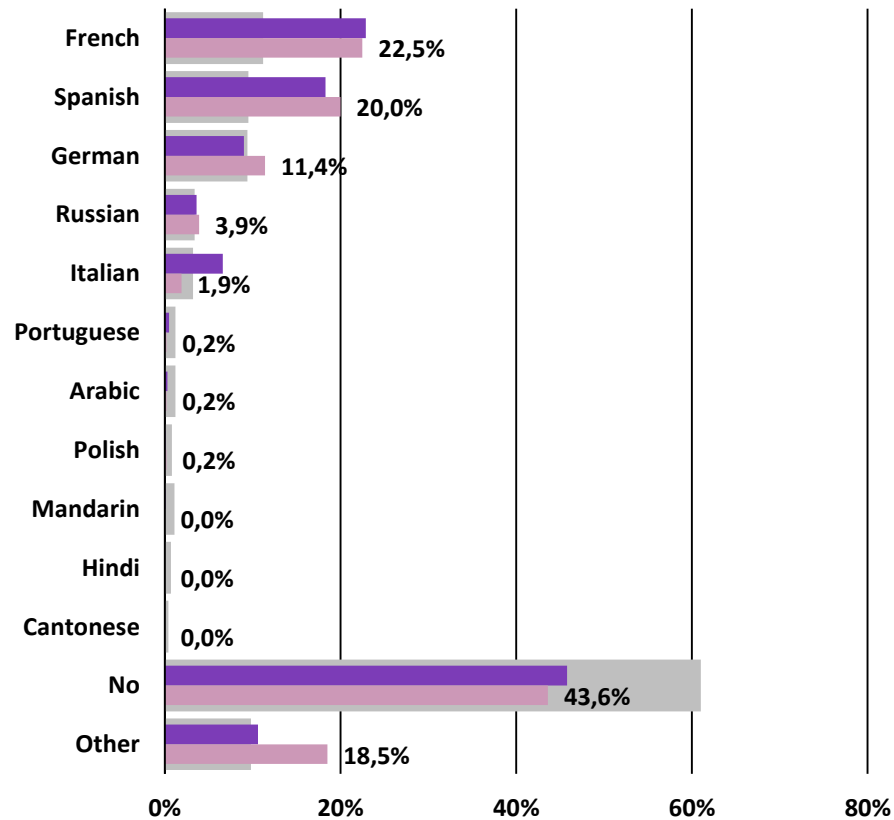


**Question: To what extent do the following statements relate to you?**  
Students were requested to rate each statement on a four-point scale (from -2 for 'strongly disagree' to +2 for 'strongly agree').  
Please go back to the previous slide to see the statements.





# Additional language skills



■ Europe ■ Romania ■ Your students

Question: Do you speak any other languages (besides your mother tongue and/or English) at an advanced level?  
Advanced here signifies that you are able to speak, write and understand without any difficulty - you have a relatively large vocabulary and make few grammatical mistakes.



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# Student Feedback on Universities





# Student Feedback on Universities

## Chapter contents

- >> Key performance indicators: How is your university rated in comparison to other universities?
- >> Detailed evaluation: What do your students consider important at your university and how do they rate your university?
- >> Recommendation: Do your students recommend your university to others?
- >> In addition to this report you will receive a separate Excel-chart in which the qualitative (text based) feedback is presented.



# University Measurement Feedback Concept

What is the trendence university feedback concept all about? What's new?

>> trendence would like to give you reliable results regarding the satisfaction and career plans of your students now and in the future.

>> We improved our questionnaire for the 2015 survey period by revising and expanding the measurement criteria regarding university feedback. Further important questions were added in order to make the concept more comprehensible.

>> We worked closely with students in our trendence market research panel in order to revise our measurement criteria: What constitutes a good university - how do students understand certain evaluating criteria? The results of this cooperation were processed and the most relevant criteria were incorporated into a new measurement concept: Participants evaluate their university in terms of 28 criteria which in turn are categorized under 10 major university topics (details can be seen on the following page).

>> The primary intention was to exclusively use criteria that students can easily and authentically evaluate based on everyday student experience. As a result, the "Image of the University" is, for example, no longer considered.

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# University Measurement Feedback Concept

>> On the pages following the Key Performance Indicators you will find the ratings of your students regarding all 28 criteria, each measured in terms of importance and satisfaction.

>> To the right of the graph you will find the criteria's allocation to the 10 topics as follows:

1. Professors/Lecturers	Professional competence Didactical competence Availability Motivation and readiness to help
2. Practical relevance of study course	Practical relevance of the content of study Excursions, case studies, guest presentations Integrated work experience
3. International opportunities of the study course	Lectures in a foreign language Exchange programmes, university partnerships
4. Cooperation of the university with economy	Job advertisements (e.g. for work experience) Jobs and career fairs Research projects with companies
5. Quality and availability of technology infrastructure	Wifi Availability of computer workspace & Quality of computer equipment
6. Quality of libraries and up-to-date collections	Variety of literature on offer and up-to-date collections Availability of literature Availability of workspace Opening times
7. Careers Service	Consultation service/careers advice, Job exchange Events (e.g. careers fairs)
8. Service and supervision facilities	Transparent responsibilities Competent advisors Rapid response to queries
9. Location	Transport infrastructure Leisure and shopping facilities Price level/cost of living (e.g. rent)
10. Student activities	Events (e.g. uni cinema, sport, events) University politics



# Key Performance Indicators

The Key Performance Indicators (KPIs). Calculation and interpretation.

>> KPIs graphically illustrate the average rating of your university compared to other universities rated in your country. They hereby replace a conventional university ranking by trendence.

>> KPIs are based on student's evaluations of their own university. Students rate their university according to 10 topics within which a total of 28 criteria are measured.

>> KPIs illustrate performance within each topic range. Ten average values are accounted for each university based on the results of the 28 measurement criteria. Within each topic range one can see which are the best and worst rated universities in your country. Values between best and worst are divided into 5 sub-sections. The KPIs show your university's position.

 **Top performance**

 **Bad performance**

 **Good performance**

 **Very bad performance**

 **Average performance**

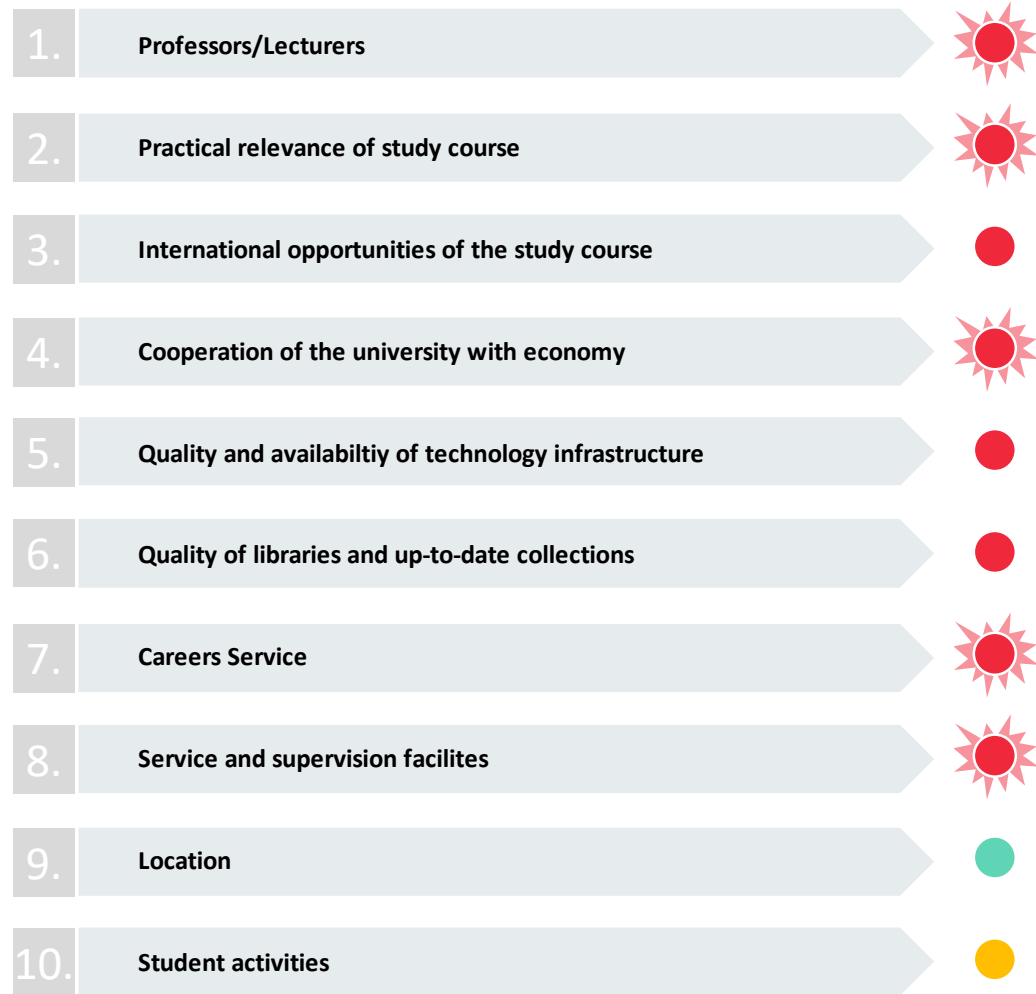
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**NOTE I for interpretation:** KPI affiliation is relative to the performance of other universities. A very good KPI does not automatically signify a very good rating, but rather a very good rating in comparison to other universities evaluated in your country.

**NOTE II for interpretation:** The dimension "Importance" is not considered in the KPIs. "Importance" is shown in other graphs in this chapter.



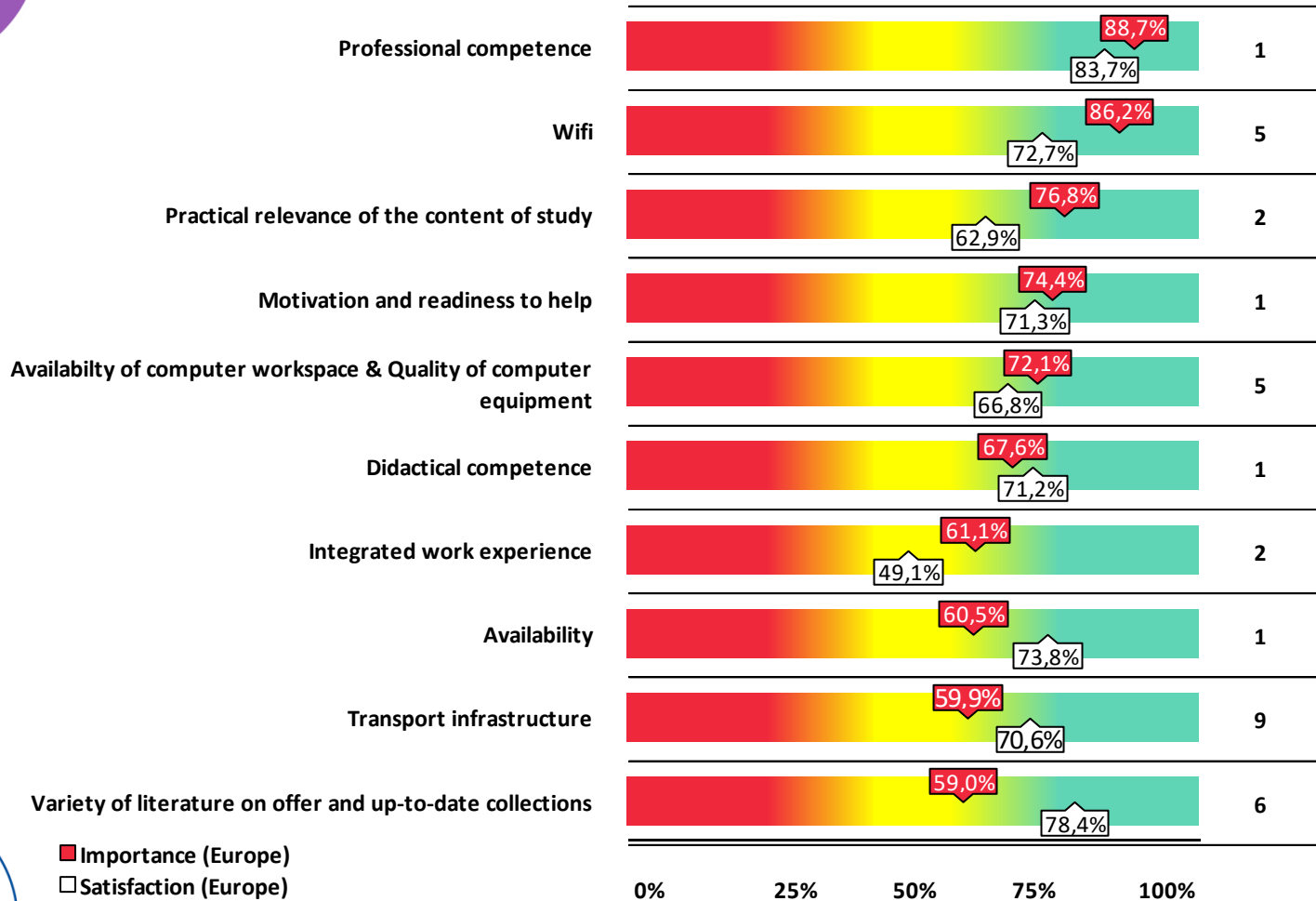
# Your Key Performance Indicators for 2015: This is how your students evaluate!





# Evaluation of university performance: Importance vs. Satisfaction in Europe

Topic:  
1 - 10



■ Importance (Europe)  
□ Satisfaction (Europe)

Question: How important are the following factors to you and your studies and how do you rate your university according to these factors? Students could randomly choose as many „important“ criteria as they wished and simultaneously provide a rating on a four point scale ranging from very dissatisfied << < > >> very satisfied‘.

Values "Importance": Percentage of students who marked a criteria as "important".

Values "Satisfaction": Sum of the percentage of students who rated positive or very positive.

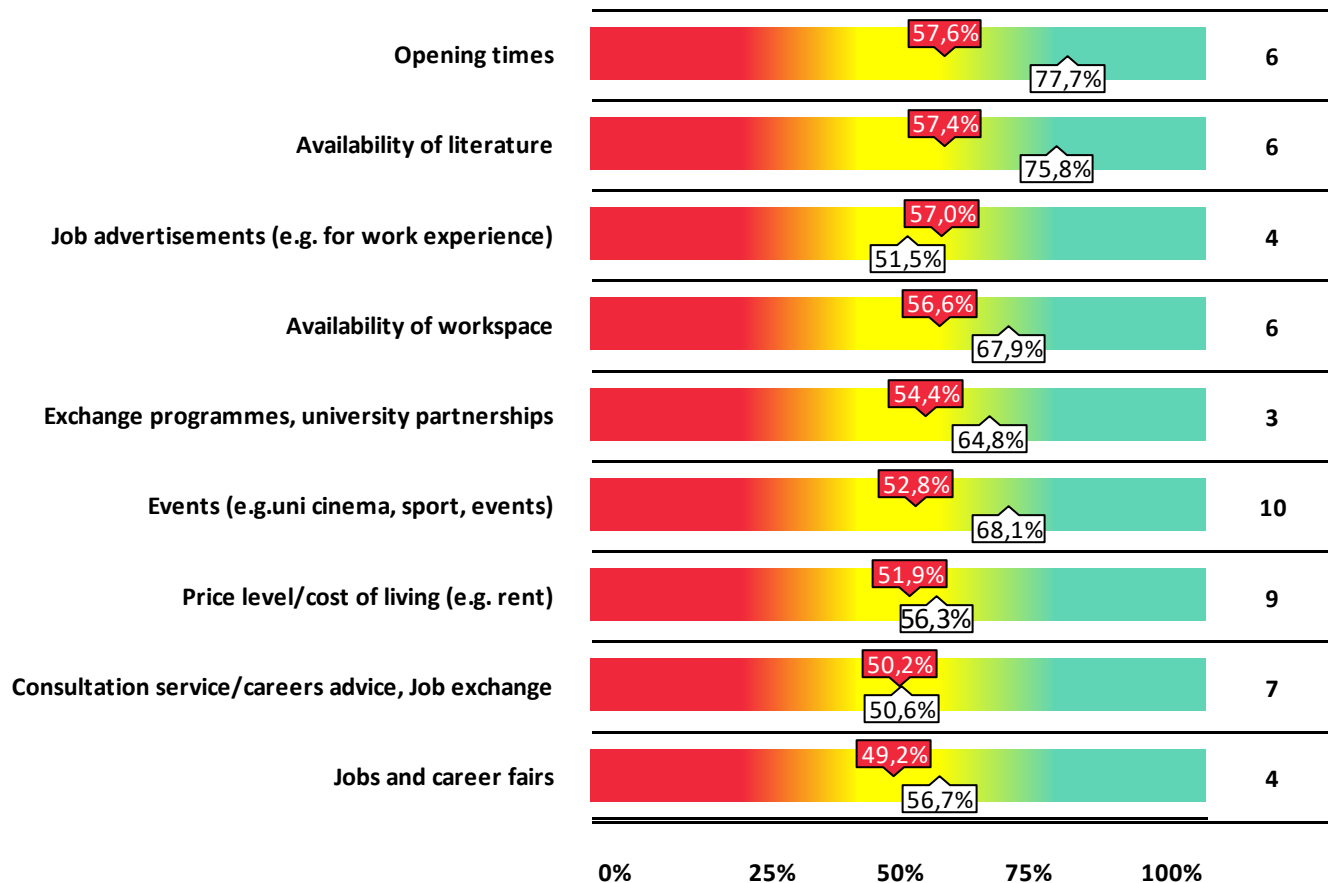
The values are divided among three separate graphs ordered according to descending importance.





# Evaluation of university performance: Importance vs. Satisfaction in Europe

Topic:  
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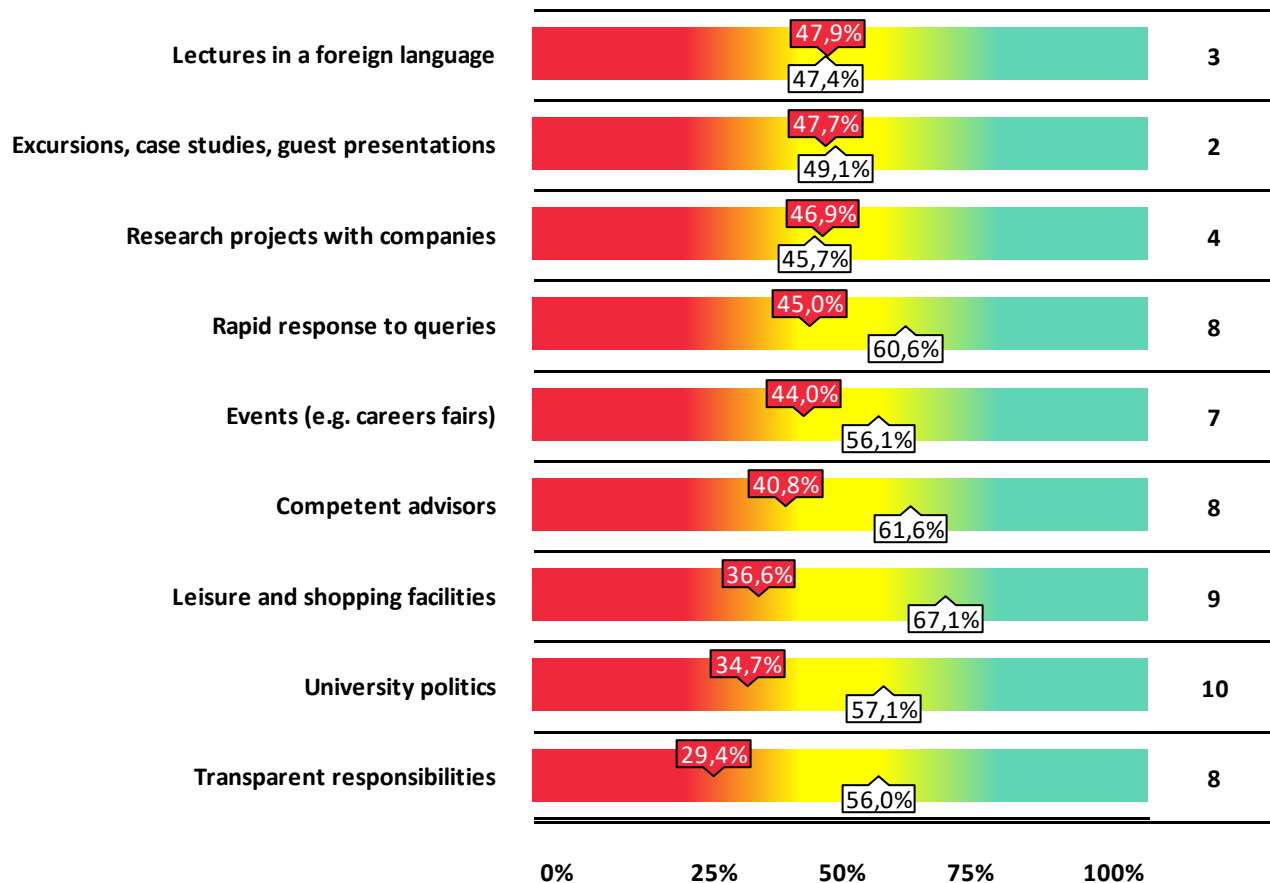
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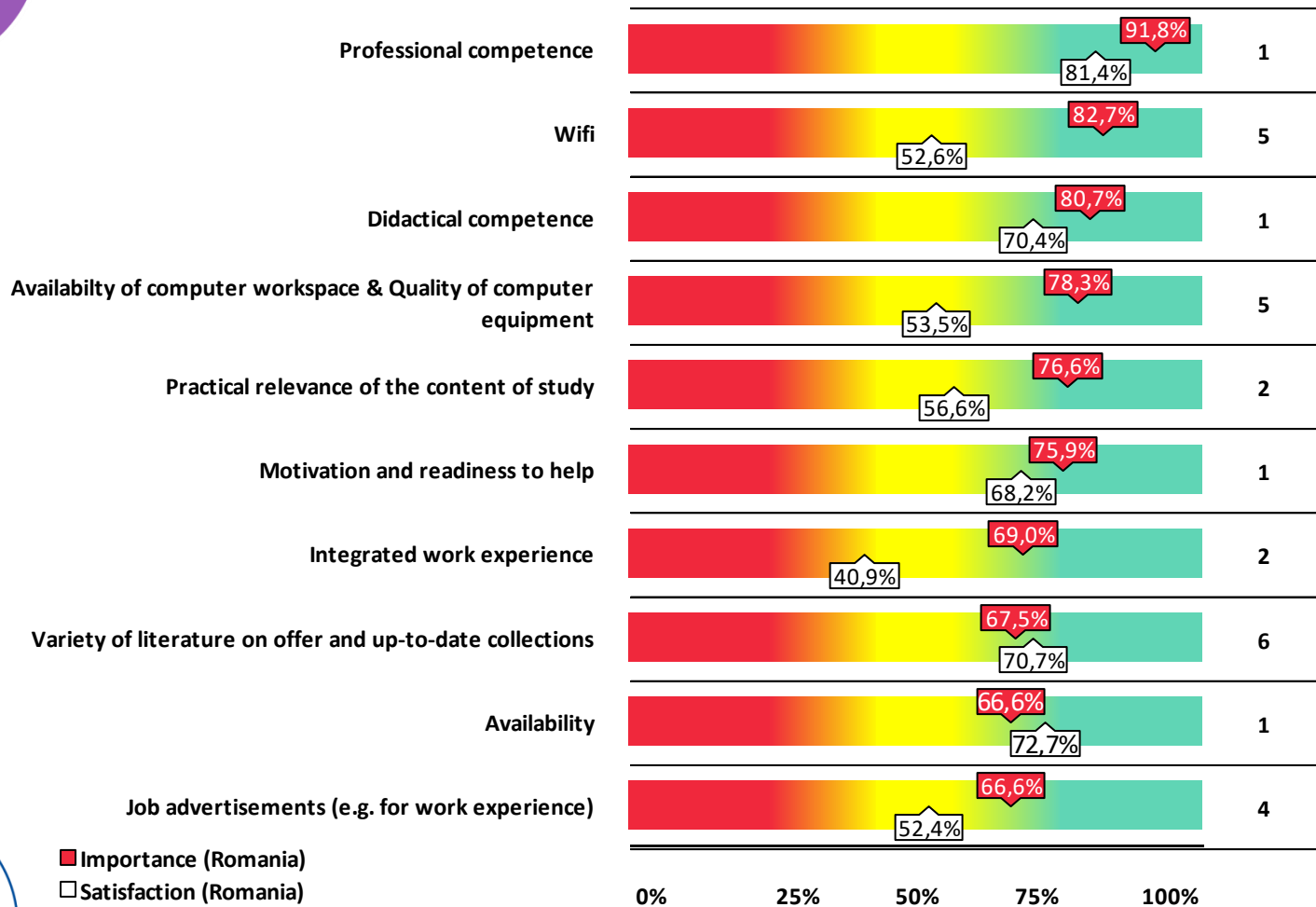
Values "Satisfaction": Sum of the percentage of students who rated positive or very positive.

The values are divided among three separate graphs ordered according to descending importance.



# Evaluation of university performance: Importance vs. Satisfaction in Romania

Topic:  
1 - 10



■ Importance (Romania)  
□ Satisfaction (Romania)

Question: How important are the following factors to you and your studies and how do you rate your university according to these factors? Students could randomly choose as many „important“ criteria as they wished and simultaneously provide a rating on a four point scale ranging from very dissatisfied << < > >> very satisfied’.

Values "Importance": Percentage of students who marked a criteria as "important".

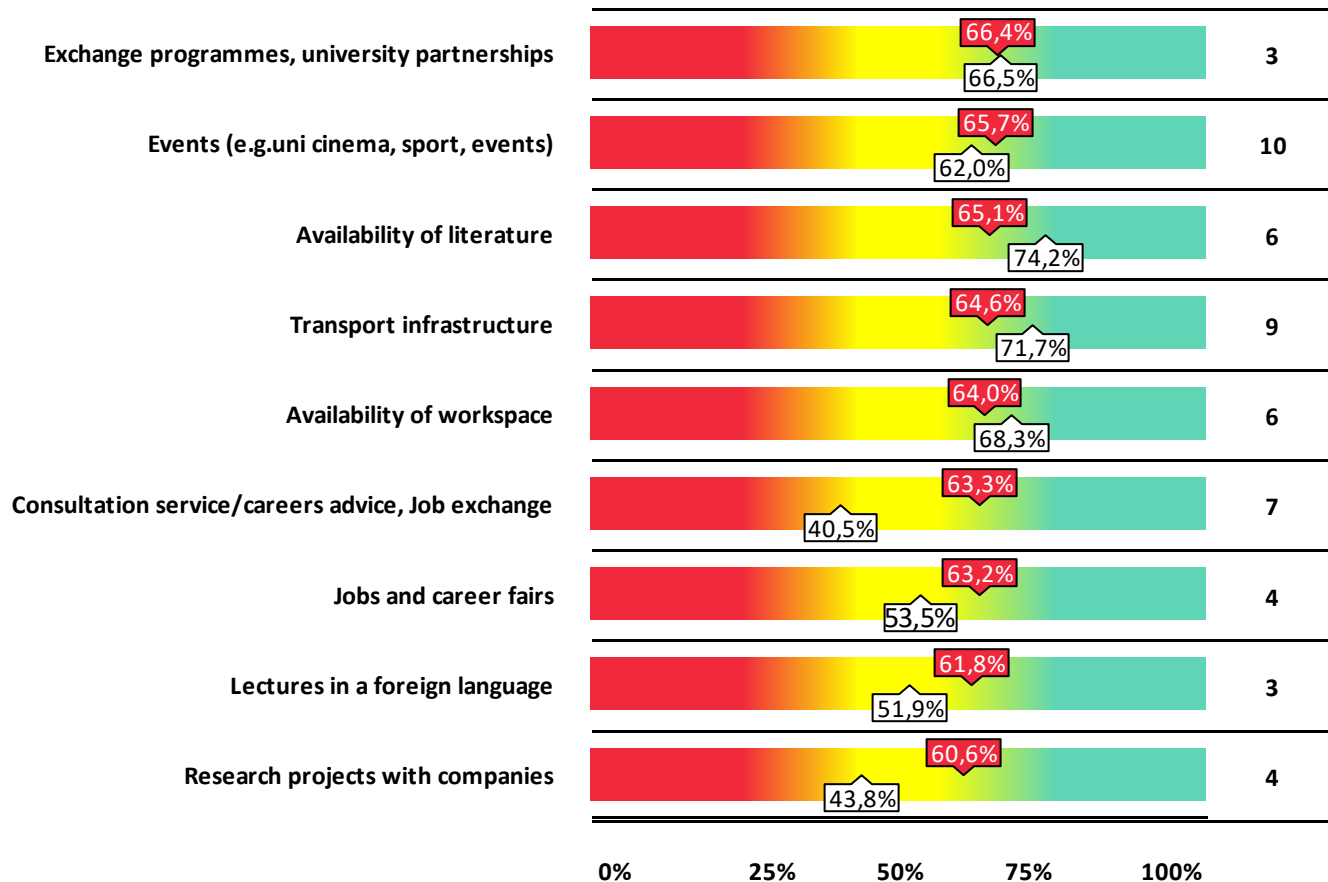
Values "Satisfaction": Sum of the percentage of students who rated positive or very positive.

The values are divided among three separate graphs ordered according to descending importance.



# Evaluation of university performance: Importance vs. Satisfaction in Romania

Topic:  
1 - 10



- Importance (Romania)
- Satisfaction (Romania)

Question: How important are the following factors to you and your studies and how do you rate your university according to these factors? Students could randomly choose as many „important“ criteria as they wished and simultaneously provide a rating on a four point scale ranging from very dissatisfied << < > >> very satisfied’.

Values "Importance": Percentage of students who marked a criteria as "important".

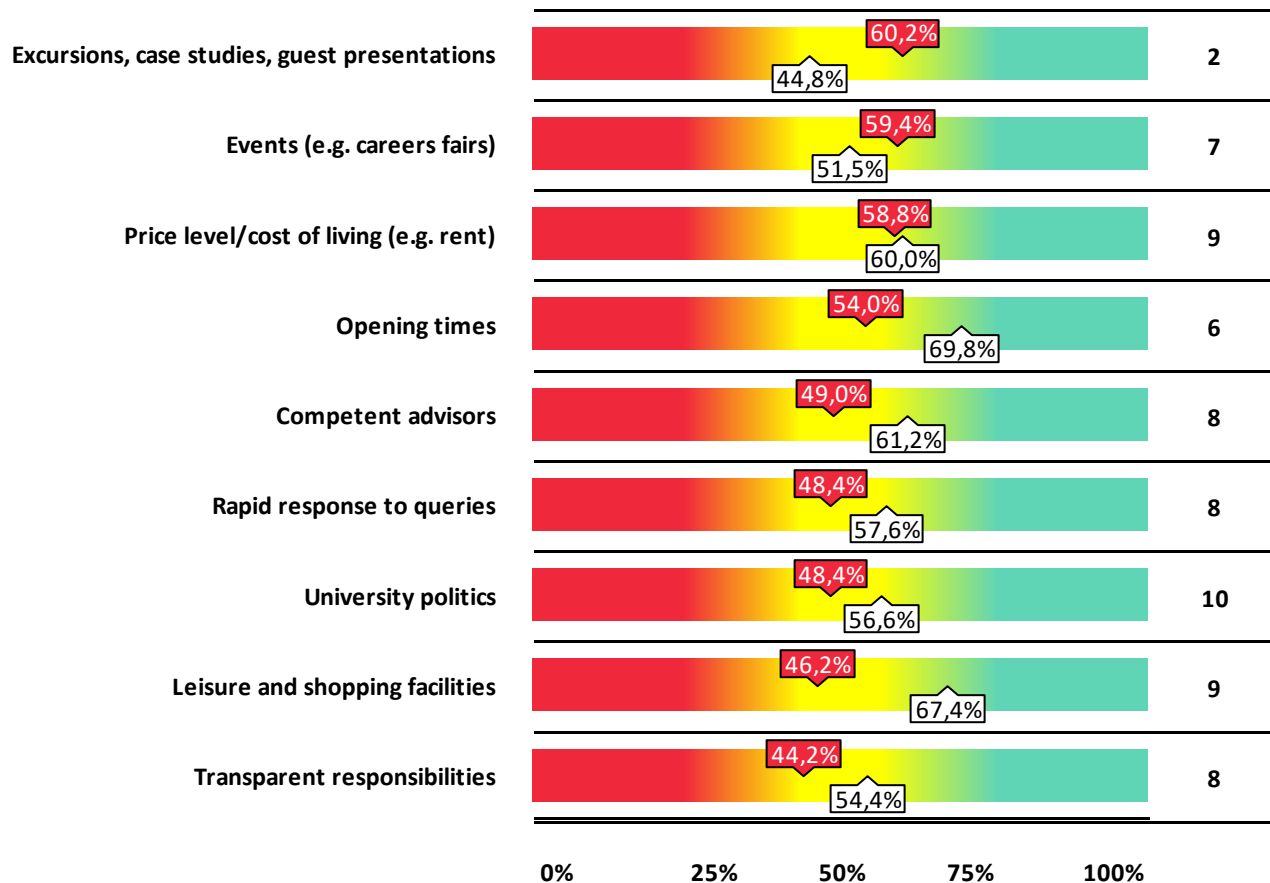
Values "Satisfaction": Sum of the percentage of students who rated positive or very positive.

The values are divided among three separate graphs ordered according to descending importance.



# Evaluation of university performance: Importance vs. Satisfaction in Romania

Topic:  
1 - 10



■ Importance (Romania)  
□ Satisfaction (Romania)

Question: How important are the following factors to you and your studies and how do you rate your university according to these factors? Students could randomly choose as many „important“ criteria as they wished and simultaneously provide a rating on a four point scale ranging from very dissatisfied << < > >> very satisfied‘.

Values "Importance": Percentage of students who marked a criteria as "important".

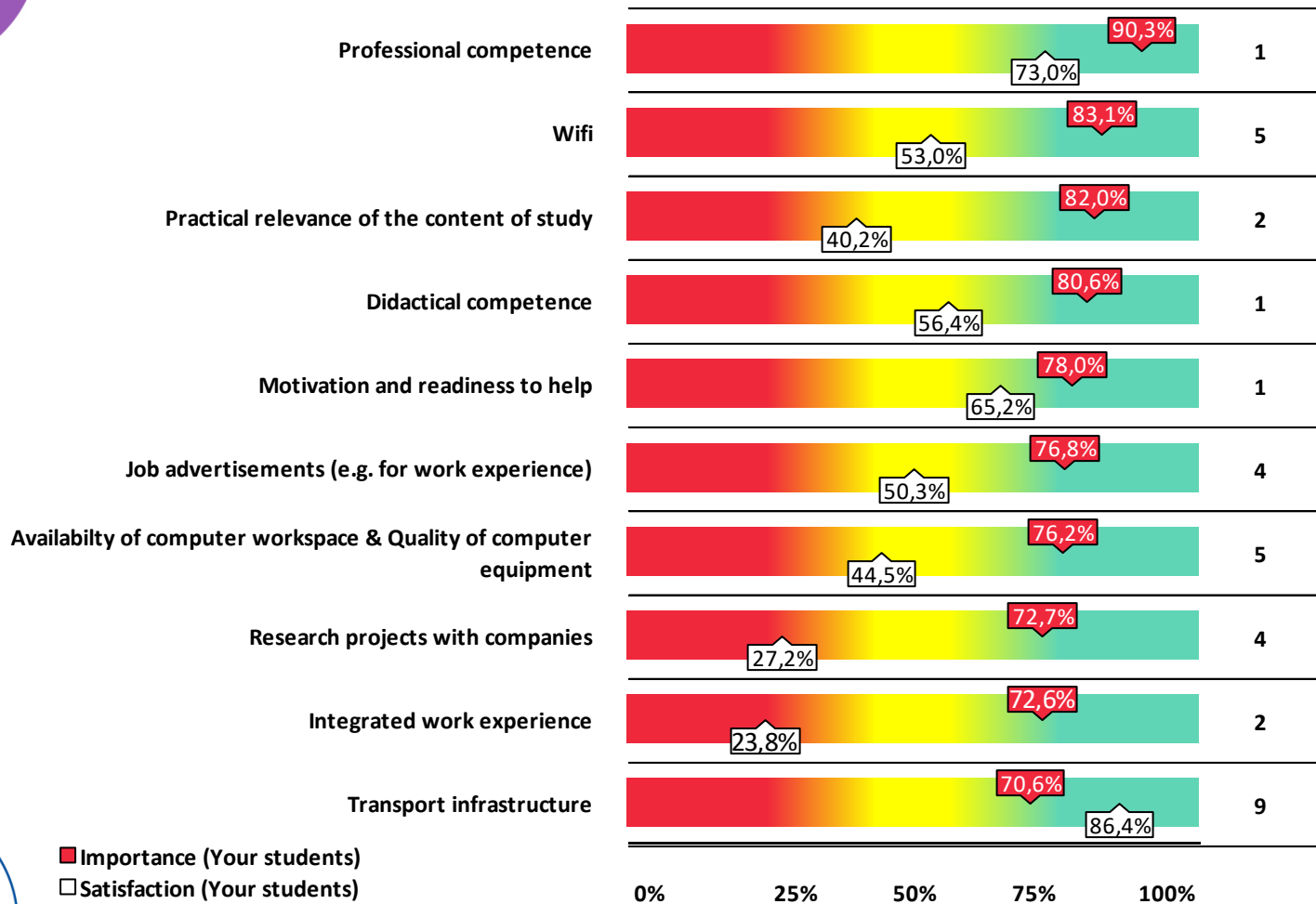
Values "Satisfaction": Sum of the percentage of students who rated positive or very positive.

The values are divided among three separate graphs ordered according to descending importance.



# Evaluation of university performance: Importance vs. Satisfaction at your university

Topic:  
1 - 10



■ Importance (Your students)  
□ Satisfaction (Your students)

Question: How important are the following factors to you and your studies and how do you rate your university according to these factors? Students could randomly choose as many „important“ criteria as they wished and simultaneously provide a rating on a four point scale ranging from very dissatisfied << < > >> very satisfied'.

Values "Importance": Percentage of students who marked a criteria as "important".

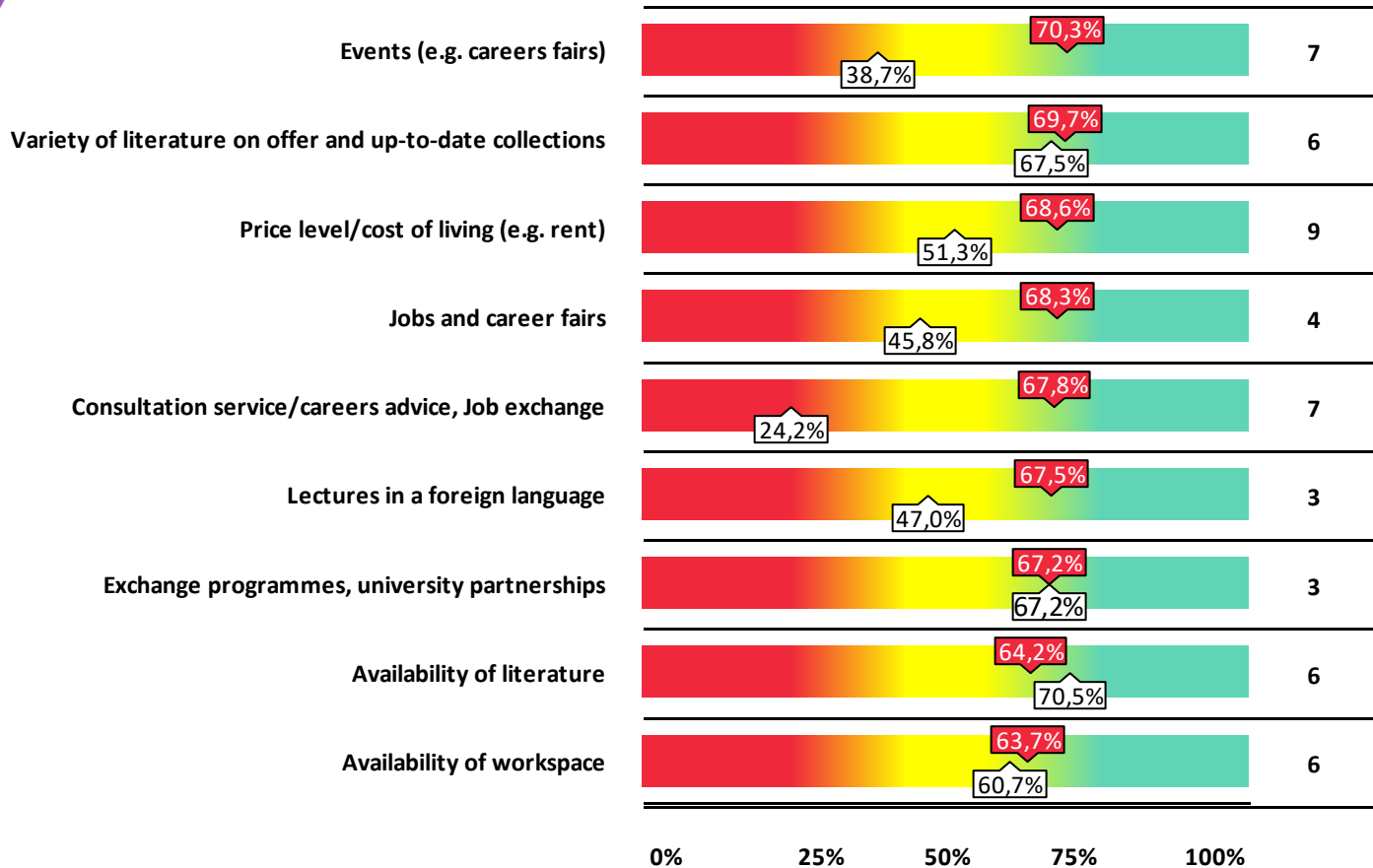
Values "Satisfaction": Sum of the percentage of students who rated positive or very positive.

The values are divided among three separate graphs ordered according to descending importance.



# Evaluation of university performance: Importance vs. Satisfaction at your university

Topic:  
1 - 10



- Importance (Your students)
- Satisfaction (Your students)

Question: How important are the following factors to you and your studies and how do you rate your university according to these factors? Students could randomly choose as many „important“ criteria as they wished and simultaneously provide a rating on a four point scale ranging from very dissatisfied << < > >> very satisfied‘.

Values "Importance": Percentage of students who marked a criteria as "important".

Values "Satisfaction": Sum of the percentage of students who rated positive or very positive.

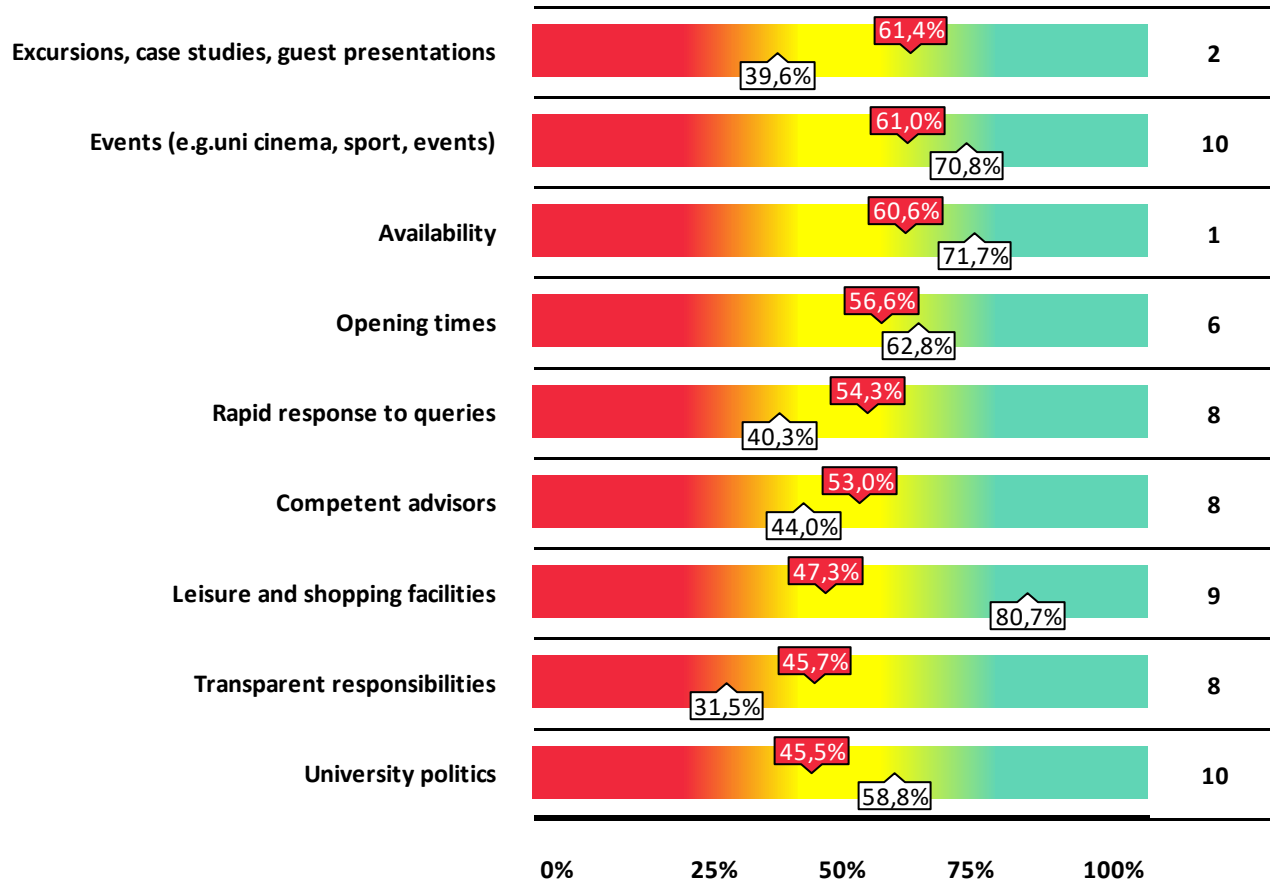
The values are divided among three separate graphs ordered according to descending importance.





# Evaluation of university performance: Importance vs. Satisfaction at your university

Topic:  
1 - 10



■ Importance (Your students)  
□ Satisfaction (Your students)

Question: How important are the following factors to you and your studies and how do you rate your university according to these factors? Students could randomly choose as many „important“ criteria as they wished and simultaneously provide a rating on a four point scale ranging from very dissatisfied << < > >> very satisfied‘.

Values "Importance": Percentage of students who marked a criteria as "important".

Values "Satisfaction": Sum of the percentage of students who rated positive or very positive.

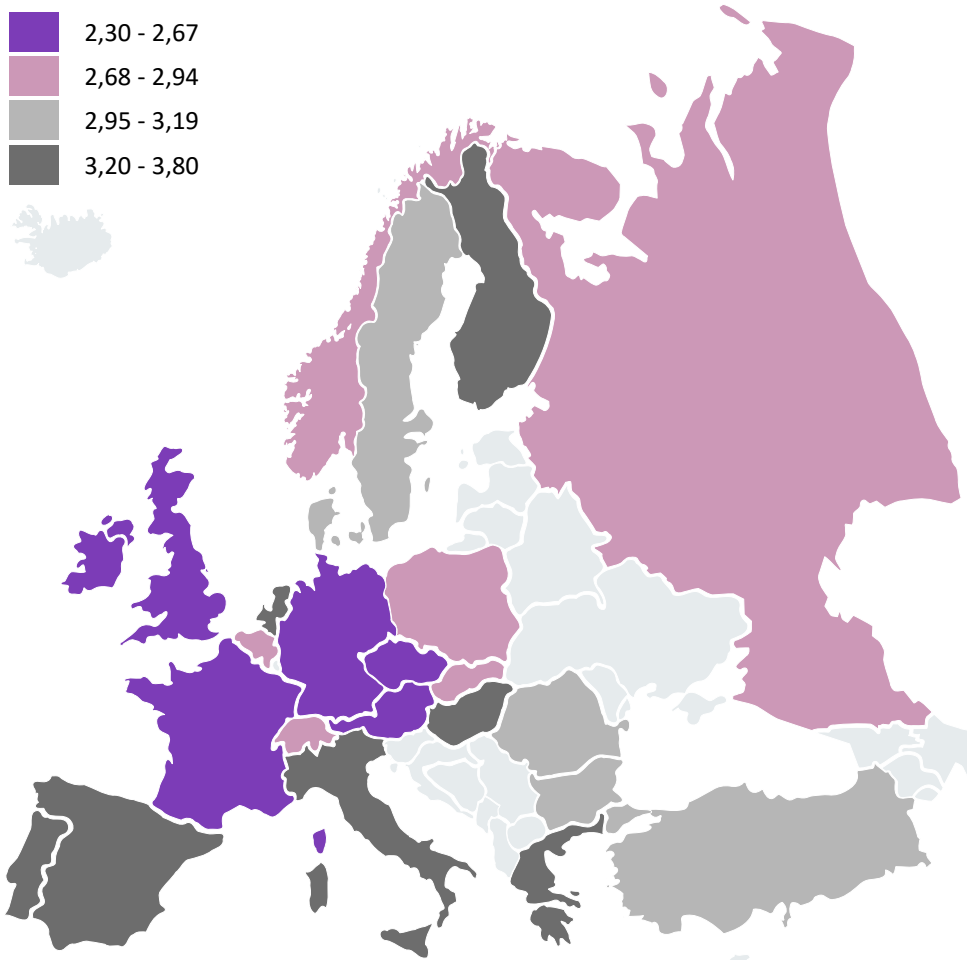
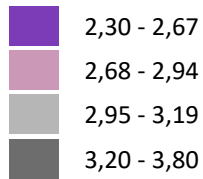
The values are divided among three separate graphs ordered according to descending importance.







# Global student's satisfaction with universities in Europe

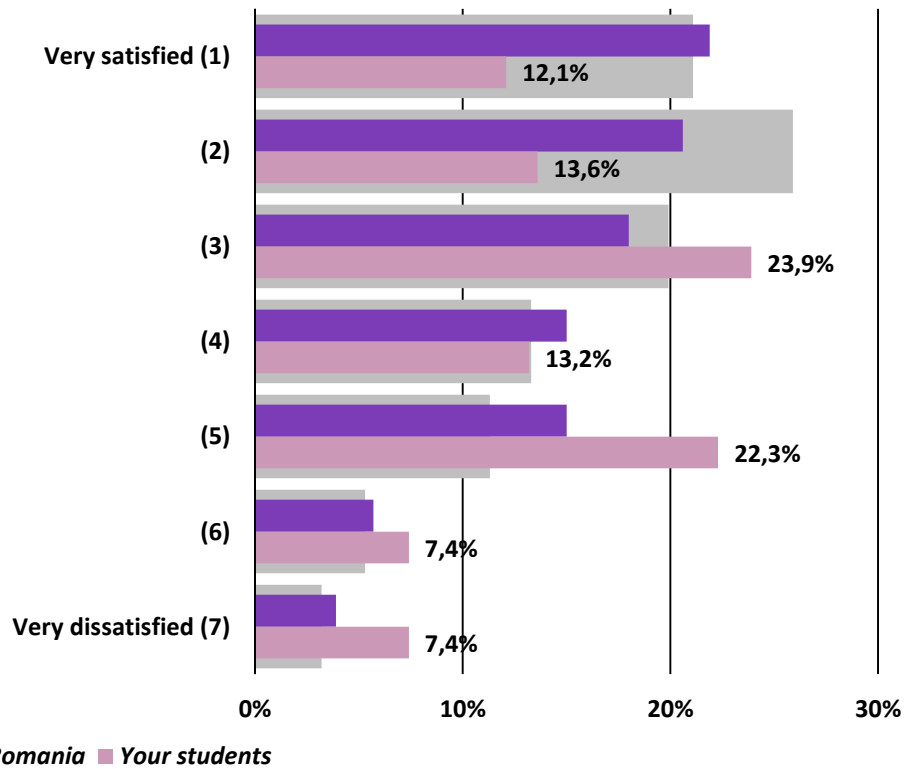


**Question: Overall how satisfied are you with your university/course?**  
Students were requested to rate their satisfaction on a seven-point scale (from 1 for 'very satisfied' to 7 for 'very dissatisfied').





# Global student's satisfaction with universities in Europe



Question: Overall how satisfied are you with your university/course?  
Students were requested to rate their satisfaction on a seven-point scale (from 1 for 'very satisfied' to 7 for 'very dissatisfied').



## Recommendation of your university?



Question: Would you recommend studying at your university to others?



## Communication and Career





# Communication and Career

## Chapter contents

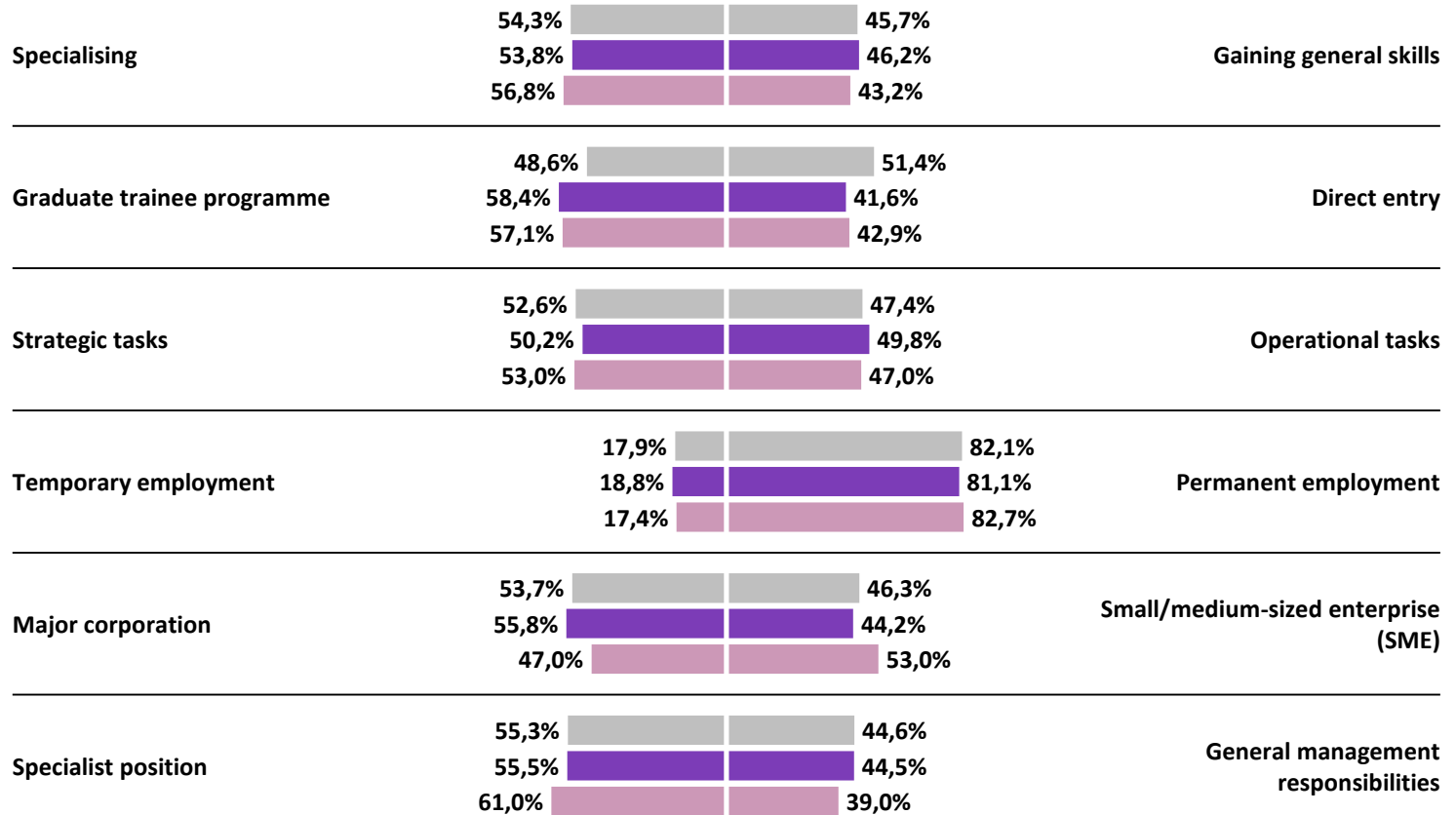
>> Career goals: Students are required to choose between two opposing terms according to personal preference. For example: employment at a large company or at a small business.

>> Working hours and salary expectations: What working hours and salaries do students expect from their first job – and how do countries differ in this regard?

>> Your students' opinions on general topics: Your students give their views on selected topics dealing with education and career building.



# Career priorities



■ Europe ■ Romania ■ Your students

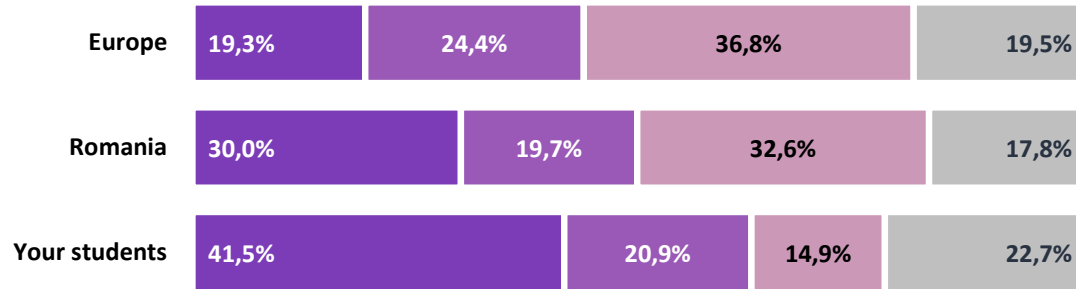
**Question: What is important for your first professional position after graduation?**

Students were requested to rate each characteristic on a four-point scale (from 'strong preference left characteristic' to 'strong preference right characteristic').

Students were presented with conceptual pairings which did not necessarily represent opposites. The further a bar tends to the respective attribute, the stronger the preference to this attribute as opposed to the other concept.



# Mobility: Willingness to relocate



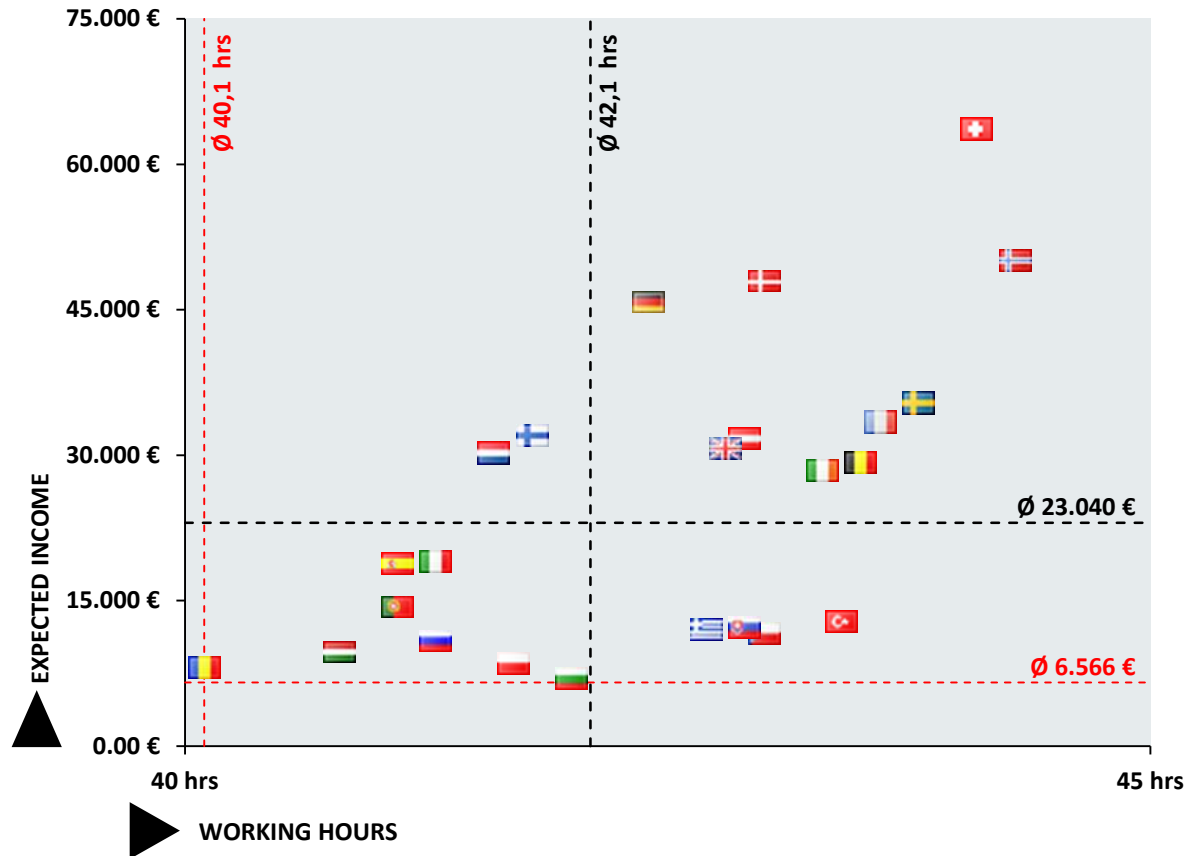
- *I plan to look for my first job at my place of study.*
- *I plan to look for my first job at my original home region.*
- *I plan to look for my first job in Romania.*
- *I plan to look for my first job abroad.*

Question: To what extent are you looking to relocate after graduation?





# Expectations of first position: Expected gross annual salary vs. Expected working hours relationship in Europe

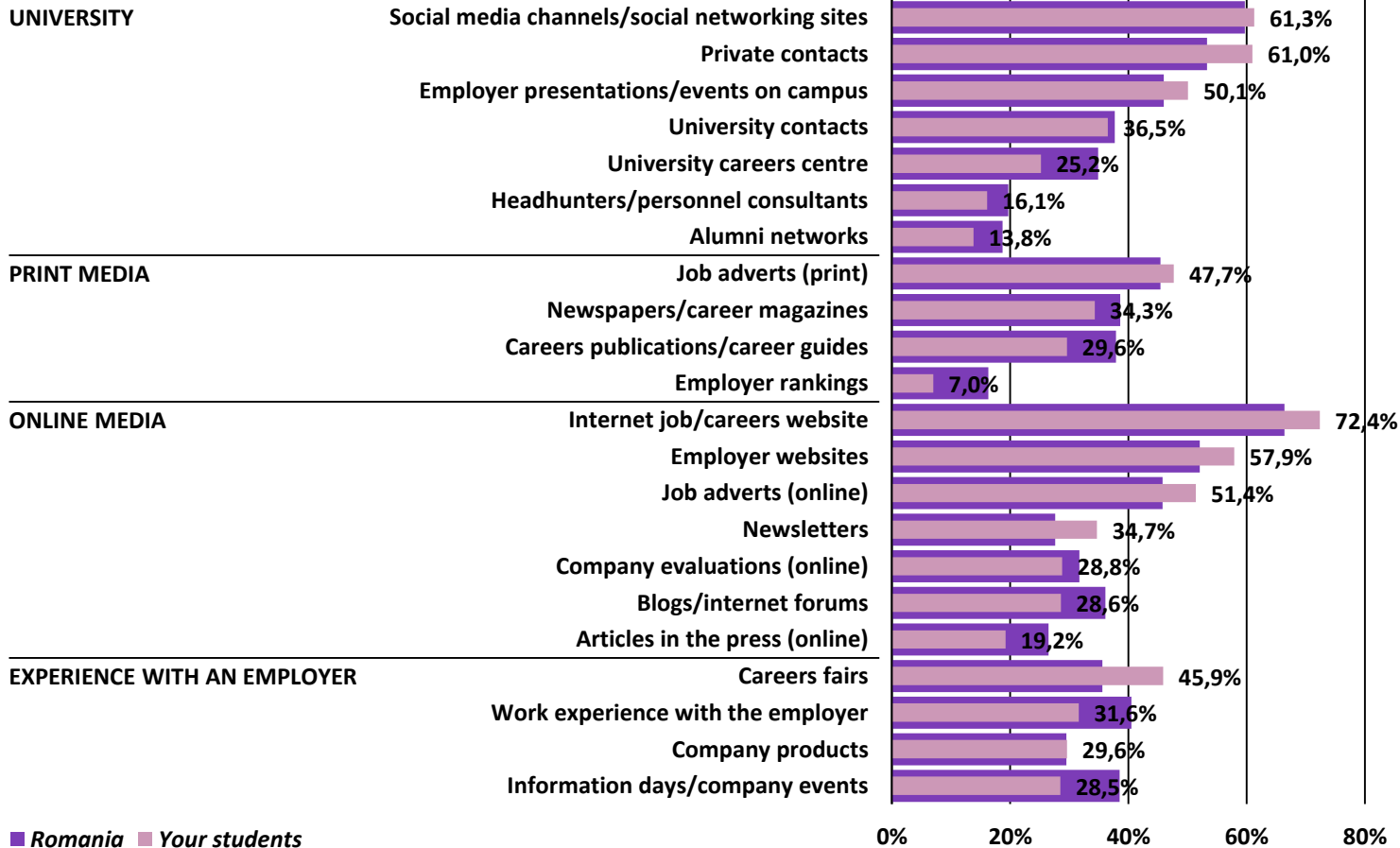


Question: How many hours are you prepared to work in your first job?  
Question: How much do you expect to earn in this job?  
The black line marks the average for Europe. The red line indicates the average value of your students.





# General communication channels used

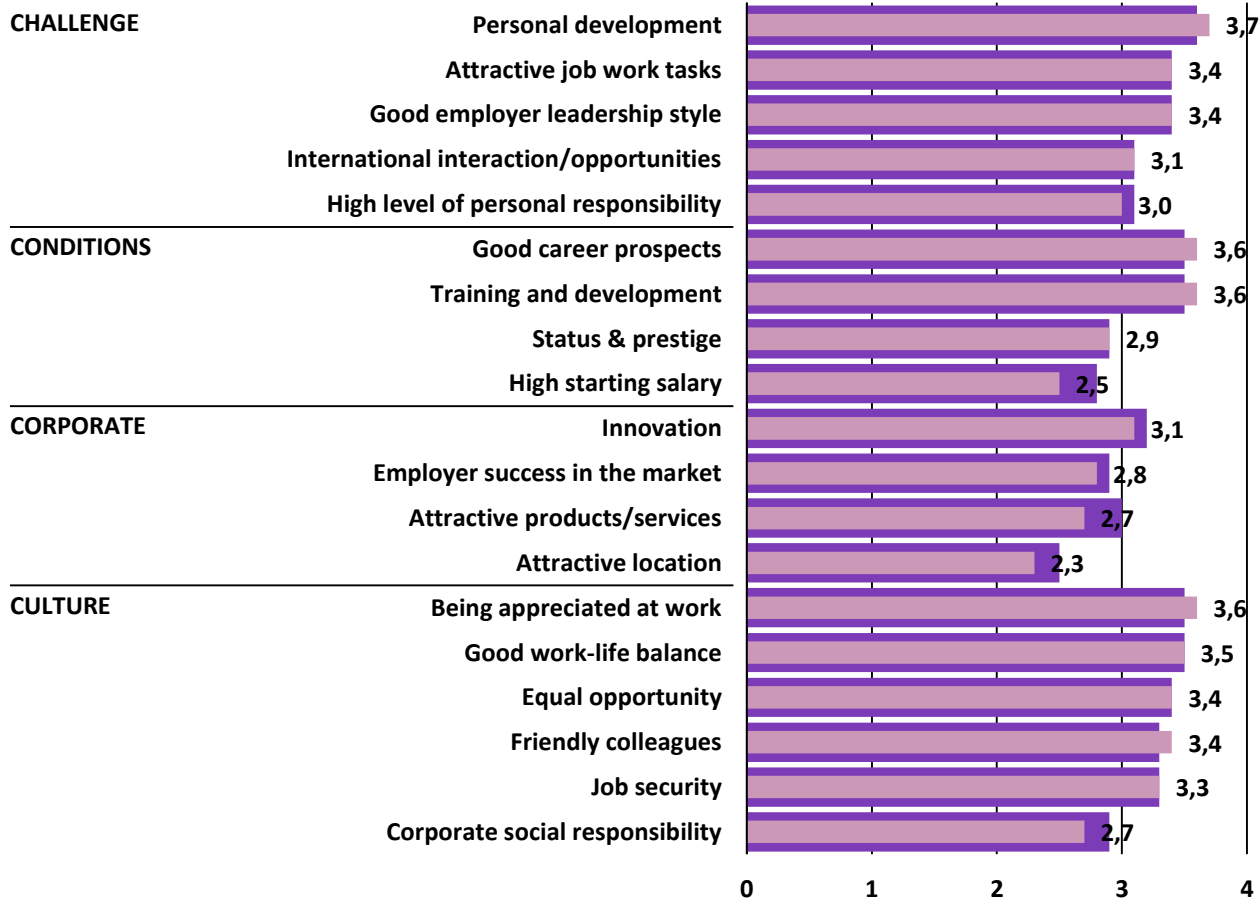


Question: Which of the following methods do you use most often to find out more about potential employers?  
 Students could choose from all methods of communication at random.





# Drivers of employer attractiveness

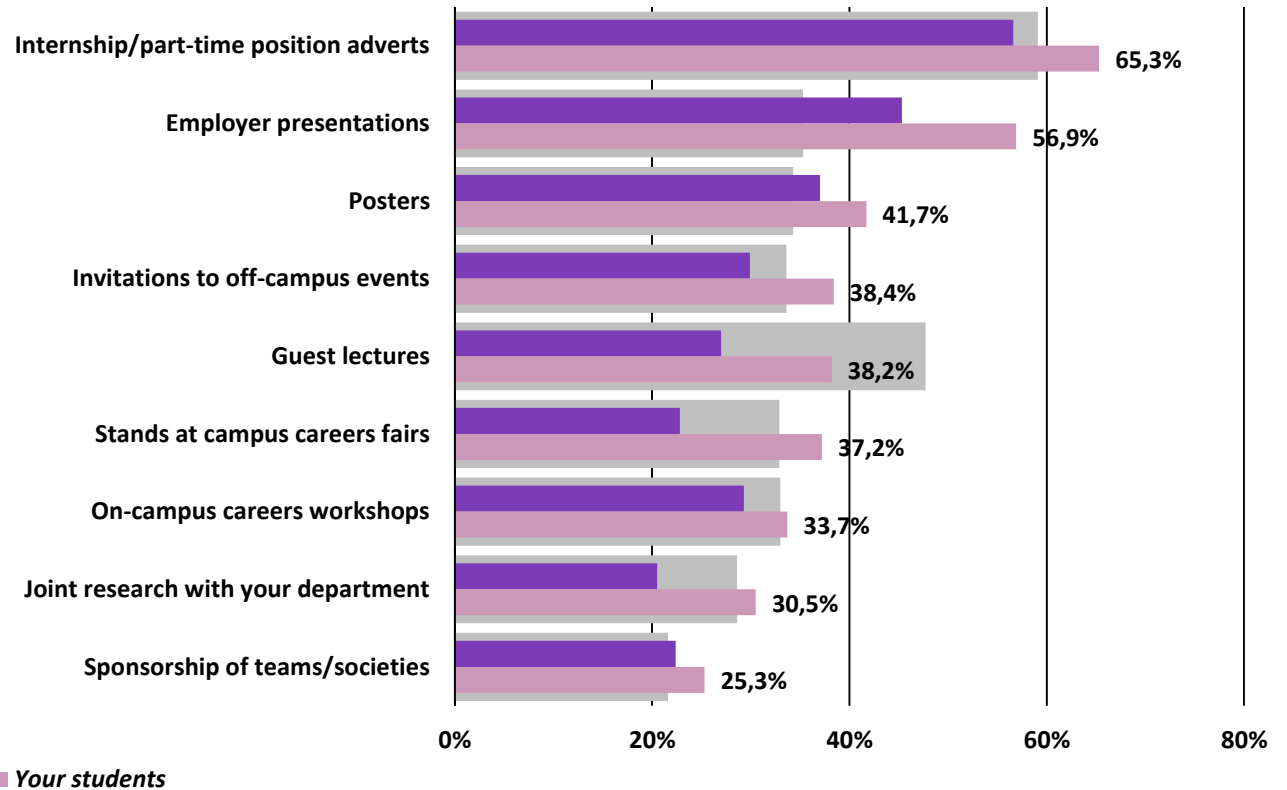


■ Romania ■ Your students

Question: How important are the following factors for you when choosing an employer?



# Most appealing campus marketing activities



■ Europe ■ Romania ■ Your students

**Question: Which employer activities on campus appeal to you most?**

The above chart shows, how employers can reach their target students on campus in an optimal way. Even the best recruiting idea is doomed to failure if it is not perceived by the students.



# Student opinions

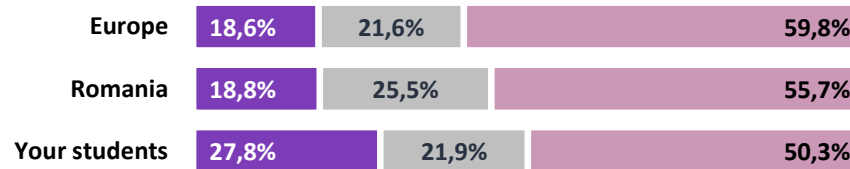
**My course provides me with the skills necessary for the labour market.**



**It will be tough to get a good job in 2015.**



**Taking time out for your family has a negative effect on your career.**



■ Agree ■ No opinion ■ Disagree

**Question:** Please give your opinion on the following statements.

Students were requested to respond using the options: 'agree (+1)', 'no opinion (0)', 'disagree (-1)'.



# Student opinions

It is more important for me to be fulfilled than to earn lots of money.



I use social networking sites to find out more about a potential employer.



I would accept a lower salary if I thought an employer was very suited to me.



■ Agree ■ No opinion ■ Disagree

Question: Please give your opinion on the following statements.

Students were requested to respond using the options: 'agree (+1)', 'no opinion (0)', 'disagree (-1)'.



# Student opinions

It is difficult to find credible information on the corporate culture of an employer.



■ Agree ■ No opinion ■ Disagree

Question: Please give your opinion on the following statements.

Students were requested to respond using the options: 'agree (+1)', 'no opinion (0)', 'disagree (-1)'.



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