



SATISFACTION REPORT OF THE TRAINING

DX.sea “Accelerating Digital Transformation for Higher Education
Institutions in Southeast Asia”
Project number: 101083265

Part of the Quality Assurance plan activities
Module A, Lisbon, Portugal, Feb 19–21, 2024

Riga Technical University
2024



Co-funded by
the European Union

CONTENT

DOCUMENT CONTROL SHEET	3
INTRODUCTION	4
1. RESULTS	5
1.1. General Information	5
1.2. Post-training evaluation	6
1.3. Evaluation of training	8
CONCLUSION	10
ANNEXES	11
List of the main documents	11

DOCUMENT CONTROL SHEET

Title of Document:	Satisfaction Report of Module A
Package:	WP5
Last version date:	<i>26/06/2024</i>
Status:	<i>Final draft version</i>
Document version:	V.02.
File name:	Satisfaction Report of Module A_DX.sea_260624
Number of Pages:	<i>10 pages of the report, 1 pages of annexes; a total of 11 pages</i>
Dissemination Level:	<i>Partners</i>

Version	Date	Author	Revision description
V.01.	25/06/2024	E.E.Petersone (RTU)	The first version after all the answers have been received
V.02.	26/06/2024	E.E.Petersone (RTU)	The first submitted version to partners

INTRODUCTION

Evaluation of attendee satisfaction is part of the project "Accelerating Digital Transformation for Higher Education Institutions in Southeast Asia" Quality Assurance work package (WP). The report aims to identify the level of attendee satisfaction with the content provided in Module A: Institutional Digital Transformation Leadership, as well as to track the level of impact and potential areas for improvement for the upcoming training in Module B and Module C.

The training for Module A took place in Lisbon, Portugal, from February 19 to 21, 2024. Participants of the training week were asked to provide anonymous feedback via Google Forms.

USED METHODOLOGY

The questionnaire measured satisfaction levels using a Likert scale ranging from "Strongly Disagree" to "Strongly Agree," "Disagree" to "Agree," and a "Neutral" point of view. Additionally, there were open-ended questions to gather participants' opinions and suggestions. Data cleaning and descriptive analysis were the main analytical tools used in conducting this report.

1. RESULTS

The satisfaction questionnaire was conducted four months after the training session. It consisted of 26 questions divided into two main categories: post-training evaluation and evaluation of the training. Each category contained sub-category questions to make it easy for respondents and for analysis. The list of questions has been identified in the Annexes (*please see chapter “Annexes: Satisfaction survey questions”*). The analysis of the provided answers and the evaluation of these answers were conducted at the final week of June. However, responses submitted after the survey period are excluded mainly due the delay in the satisfaction analysis and the fact that the overall response rate has reached a solid 50% threshold indicate that the gathered data are valid enough to consider for improving upcoming trainings.

The visuals of the Likert scale responses can be found in the list of annexes indicated under the title “DX.sea_evaluation of Module A”.

1.1. General Information

Represented institution

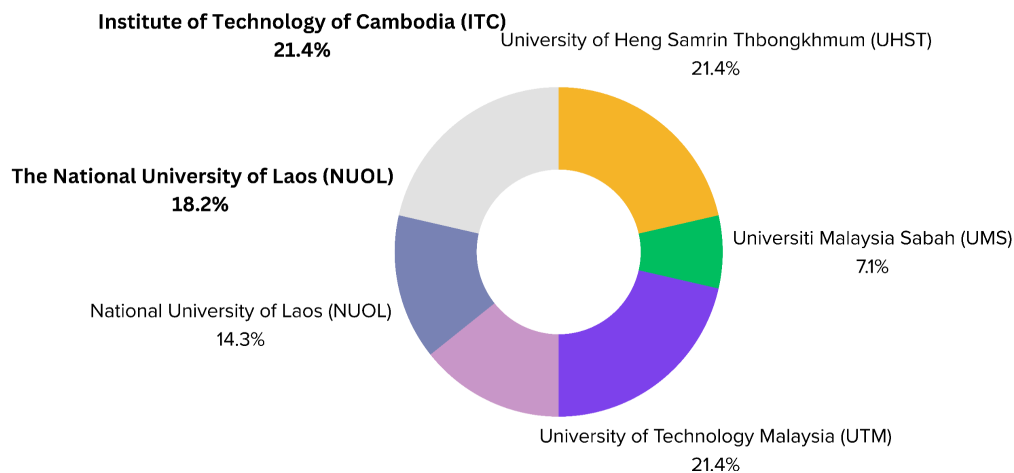


Diagram 1: Institutions taking part in the satisfaction report

In total, the questionnaire was filled by 14 respondents out of 21 total participants of the training week. The majority of respondents or 27.3% were representatives of both the University of Technology Malaysia (UTM) and the University of Heng Samrin Thongkhmum (UHST). The second most active respondents with 18.2% of total evaluators were represented by The National University of Laos (NUOL) and

Savannakhet University (SKU). Less active were partners from University Malaysia Sabah (UMS). Institute of Technology of Cambodia (ITC) was represented by 21.4% of respondents.

Position in the institution

According to the responses, Module A, aimed at the leaders of Higher Education Institutions (HEI), was indeed presented in person by the vice deans of the faculties, heads of offices, deputy directors, and associate professors. This indicates an appropriate selection of attendees.

1.2. Post-training evaluation

Digital Vision and Strategy

The majority of the total respondents, or 73%, agreed with the statement that the training provided them with strategies to integrate digital tools and technologies more seamlessly into their daily workflow. Additionally, they found valuable ideas in the presented examples and shared experiences with the lecturers of the week.

Collaboration and Networking

In terms of collaborative and networking skill improvement that has fostered and encouraged leaders of the teams and people in decision-making positions, 36% agreed that after the training, they gained new pathways to promote digital literacy knowledge sharing among their colleagues. Around 18% or two respondents have committed that after the training they do not have a feeling that they would have gained a new wave of knowledge or skills that would particularly help them to support others in terms of digital leadership skill improvement. A slightly higher percentage, 45% of the total respondents, agreed that the training increased their interest in participating more actively in other training and networks related to digital activities.

Data-Driven Decision Making

The level of confidence in utilising data analytics to initiate strategic decision-making has grown thanks to the training, according to 64% of respondents who agreed that this indicator has increased. A slightly lower, but still significant, percentage of respondents—precisely 36%—admitted that they strongly agree with the statement that

they now feel more confident in utilising data analytics to initiate strategic decision-making at their respective institutions.

Regarding the second statement in this category, “The training has helped me understand how to ensure my team effectively leverages data in their decision processes,” 18% of respondents strongly agreed, the majority—73%—agreed, while about 9% of respondents neither indicated significant improvement nor dismissed the impact of the training.

Communication Skills

Among all respondents, 73% agreed that they have learned new ways to effectively communicate the importance of digital strategies to various audiences. Only 18% strongly agreed with this statement, even four months after the training. Less than 9% of respondents had a neutral opinion regarding this statement.

Regarding the statement about the introduction of multiple communication channels in terms of digital platforms, 64% of all respondents agreed, and 18% strongly agreed. The same percentage of respondents indicated that the training did not result in significant improvements or changes in the area of introducing new communication platforms and channels.

Cybersecurity Awareness

Referring to various existing policies in Europe related to cybersecurity within the HEI environment, as well as the increasing cyber threats, this issue was also part of the discussed topics. The majority of the attendees neither agreed nor disagreed with the statement that the training has improved their skill level in best practices regarding cybersecurity. The split opinion was reflected equally, with 36% selecting both the 'Agree' and 'Neutral' options. Awareness of risk has grown, according to 55% of respondents. However, a significant percentage (27%) of the total respondents marked the option 'Neutral,' indicating that their awareness level has either remained the same or the changes are not that noticeable.

Empowerment

The results from the satisfaction survey suggest that the training was successful in empowering participants to both take ownership of digital projects and to see new opportunities for providing digital skills training. The high agreement levels (73%) indicate strong overall satisfaction and perceived effectiveness. However, the relatively low percentage of strong agreement (18%) highlights an area where future training

sessions could aim to deepen the impact and build even higher levels of confidence among participants. The consistent 9% neutral response across both statements may indicate a segment of the audience that either did not fully engage with the training or did not find it as relevant to their specific context. Addressing the needs and concerns of this group could further enhance the overall effectiveness of future training sessions.

Continuous Learning

After the training, the majority of the attendees admitted that they are more committed to looking for other opportunities to enhance their digital leadership skills. The training highlighted some beneficial opportunities and provided the necessary skill set to research existing offers on their own.

Adaptability

The results indicate that the training was effective in enhancing participants' adaptability to digital changes and in encouraging flexibility and agility in addressing digital challenges. The majority of respondents (73% and 64%, respectively) agreed that the training positively influenced these aspects. The relatively higher percentage of strong agreement (27%) for the second statement suggests that the training had a slightly more profound impact on promoting flexibility and agility. Nevertheless, the training has been successful in increasing adaptability and promoting flexibility and agility among participants. However, there is room for improvement in making the training even more impactful, particularly in converting general agreement into strong agreement.

1.3. Evaluation of training

How would you evaluate the content of the training?

The training content was highly appreciated for its relevance, clarity, and sufficient depth, with 100% positive responses in terms of relevance and clarity. While the majority of participants were satisfied with the interactive elements and time management, there is a small segment of respondents who felt these areas could benefit from slight improvements. Future training sessions could focus on enhancing interactive elements and ensuring optimal pacing to cater to all participants effectively.

In your opinion, what was the main advantage of participating in the training?

Participants identified several key advantages of the training, highlighting a diverse range of benefits from leadership enhancement to networking opportunities. Participants found reassurance and confidence in their previous strategies after comparing them

with successful examples from European partners. This validation strengthened their belief in the right steps taken and emphasized the need for patience and strong leadership to support the implementation of digital changes. According to the responses the training facilitated networking and collaboration opportunities, allowing participants to learn how to work effectively with people from different cultures. These benefits collectively empower participants to implement and manage digital changes more effectively within their institutions.

In your opinion, what was the main disadvantage of participating in the training?

While the training was beneficial in many respects, participants highlighted challenges related to travel logistics, time management, infrastructure disparities, and the need for more interactive elements. For participants from outside Europe, the travel time often exceeded the training hours of the program. This made the experience time-consuming and exhausting. A suggested solution is a blended approach, where content is delivered online, and face-to-face interactions are reserved for discussions and workshops. Taking into account that each of the Southeast Asia partner countries is at a different level of digital readiness and literacy, it is a bit complex to create content that would suit the expectations and needs of both those who are more aware of digital solutions and how to foster the implementation of the latest changes, as well as those who are at the beginning stage. Participants from institutions with inadequate infrastructure and equipment felt disadvantaged. They noted that their institutions lagged in digital infrastructure, knowledge, internet connectivity, and digital tools, making it difficult to contribute and share during the training.

How do you plan to apply the digital leadership principles covered in this training to your current position at your institution?

Participants plan to apply the digital leadership principles covered in the training in various impactful ways within their institutions. One of them referred to offer more flexible education opportunities, improvement of e-learning systems, encourage staff to explore and integrate new educational technologies and digital tools to enhance teaching and learning. Some of the respondents are planning to use the insights gained from the training to inform future involvement in administrative positions, leveraging digital leadership principles for better management and strategic decisions.

Have you already managed to implement some of those changes?

An equal percentage of respondents (50% each) indicated that they have started to implement some of the changes they found useful or necessary in their institutions in

the real-life environment. An equal number have not initiated any changes since the training.

CONCLUSION

1. The satisfaction survey was completed by 11 out of 21 attendees of the in-person workshop held in Lisbon, Portugal. For future module trainings, it is recommended to conduct the survey on-site to increase the overall response rate and ensure that the collected data meet basic quality standards, minimizing potential data errors
2. Nomination and selection of the participants were done well, according to the responses on the second question regarding the position in represented institution. In terms of training planning, long-distance travelling and probability of jet lag should be taken into account as much as it is possible as that affects the participants' level of performance leading to their potential to engage in the discussions, follow up the delivered content and later on on the overall evaluation of the week
3. The feedback generally reflects a positive impact of the training program on participants' knowledge, skills, and readiness to embrace digital transformation and leadership challenges. The strengths highlight significant improvements in preparedness, adaptability, and empowerment, indicating effective delivery of key learning objectives. However, addressing the areas for improvement, such as enhancing technology integration strategies, cybersecurity awareness, and interactive learning elements, could further enhance the program's effectiveness and participant satisfaction. In conclusion, while the training program has garnered strong positive feedback in several critical areas, ongoing refinement in specific aspects could ensure sustained growth and effectiveness in digital leadership and strategy execution within participants' institutions in a long term perspective.

ANNEXES

Annexe 1: List of the main documents

ID	Related Document	Source or Link/Location
1	DX.sea_QMF_250124	Quality Management Framework
2	DX.sea_evaluation of the Module A	Satisfaction evaluation
3	Agenda for the Workshop for Trainees	DX.sea trainees agenda. Module A
4	Satisfaction survey questions	Questions for Module A evaluation