



VILNIAUS
KOLEGIJA

SUMMARY REPORT

on the student survey on
satisfaction with studies
at Vilniaus kolegija/
Higher Education
institution (VIKO)

Vilnius
2026

CONTENTS

DESCRIPTION OF THE SURVEY 3

OVERVIEW OF RESPONDENTS 4

ANALYSIS OF THE STUDY 5

SUMMARY 11



DESCRIPTION OF THE SURVEY

The Study Quality Department at VIKO carried out the survey entitled '**Satisfaction with Studies at VIKO**'.

The survey was carried out to analyse students' satisfaction with their studies and the way they are organised at VIKO. This is a periodic survey, conducted every two years. The results help to identify areas of strength, problem areas and potential areas for improvement.

The survey was conducted in Lithuanian and English.

Survey period: 25 February – 31 March 2026

Target group: Students at VIKO.

Survey population and sample: All students enrolled at VIKO at the time took part in the survey (a comprehensive survey). Of the **5,448** students, **2,420** respondents answered the questions (response rate: ~45 % for Lithuanian students, ~37% for international students).

Questionnaire structure: students assessed their overall satisfaction with their studies, their study load, the conditions under which their studies were organised, the conditions for studying and leisure, and the support available to students.

Research method – questionnaire survey (collection of quantitative and qualitative empirical data). The survey was conducted online using the *LimeSurvey* survey system.

Research reliability. The study is statistically reliable and representative. The sample reliability is 95 %, with a very low margin of error of **1.5 %**.

The following abbreviations for VIKO faculties are used in this report:

ATF – Faculty of Agrotechnology
EIF – Faculty of Electronics and Informatics
EKF – Faculty of Economics
MDF – Faculty of Arts and Design
PDF – Faculty of Education
SPF – Faculty of Healthcare
STF – Faculty of Civil Engineering
TEF – Faculty of Engineering
VVF – Faculty of Business Management

OVERVIEW OF RESPONDENTS

A total of **2,420** students took part in the student survey on satisfaction with their studies at VIKO: 2,239 Lithuanian students and 161 international students. Students from the VVF, PDF and SPF faculties were the most active participants in the survey. The distribution of respondents by faculty is shown in Figure 1.

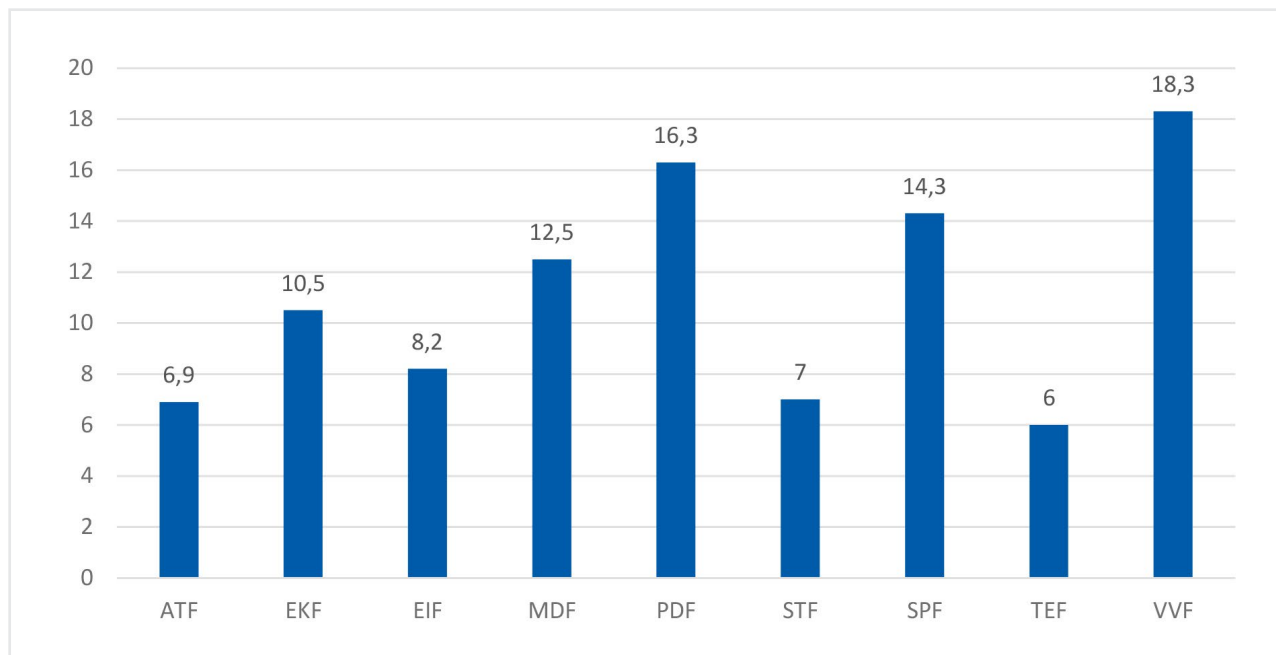


Fig. 1. Distribution of students by faculty, per cent

An analysis of the distribution of students by year group shows that students in the lower years were the most active in the survey. Among both Lithuanian students (37.8 %) and international students (38.7 %), first-year students made up the largest proportion. Second-year students accounted for 30.8% of Lithuanian students and as many as 43.7% of international students, whilst the participation rate among fourth-year students was the lowest (2.5% in both groups). The survey data show that the vast majority of respondents (68%) are enrolled in full-time studies on everyday timetable, 15% are enrolled in full-time online studies on sessional time-table, 13% are enrolled in full-time studies on sessional time-table, and the smallest proportion (4%) are enrolled in part-time studies. More than half of all respondents (**57 %**) stated that they combine their studies with work. There is a marked difference between the groups: 58.4 % of Lithuanian students are in employment, compared with only 29.4 % of international students.

ANALYSIS OF THE SURVEY

Overall satisfaction with studies

Analysis of the survey reveals positive trends in how students rate their overall satisfaction with their studies at VIKO. Overall satisfaction with studies at VIKO remains high – **72.2 % of Lithuanian students** and **69.7 % of international students** stated that they were satisfied or completely satisfied with their studies at VIKO. A consistent **increase** in the satisfaction score has also been observed: from 3.46 (2016) to **3.84 (2026)**. The survey results show that, across the faculties, students at the EKF (4.08), TEF (4.05) and SPF (4.03) rate their studies most highly (Fig. 2).

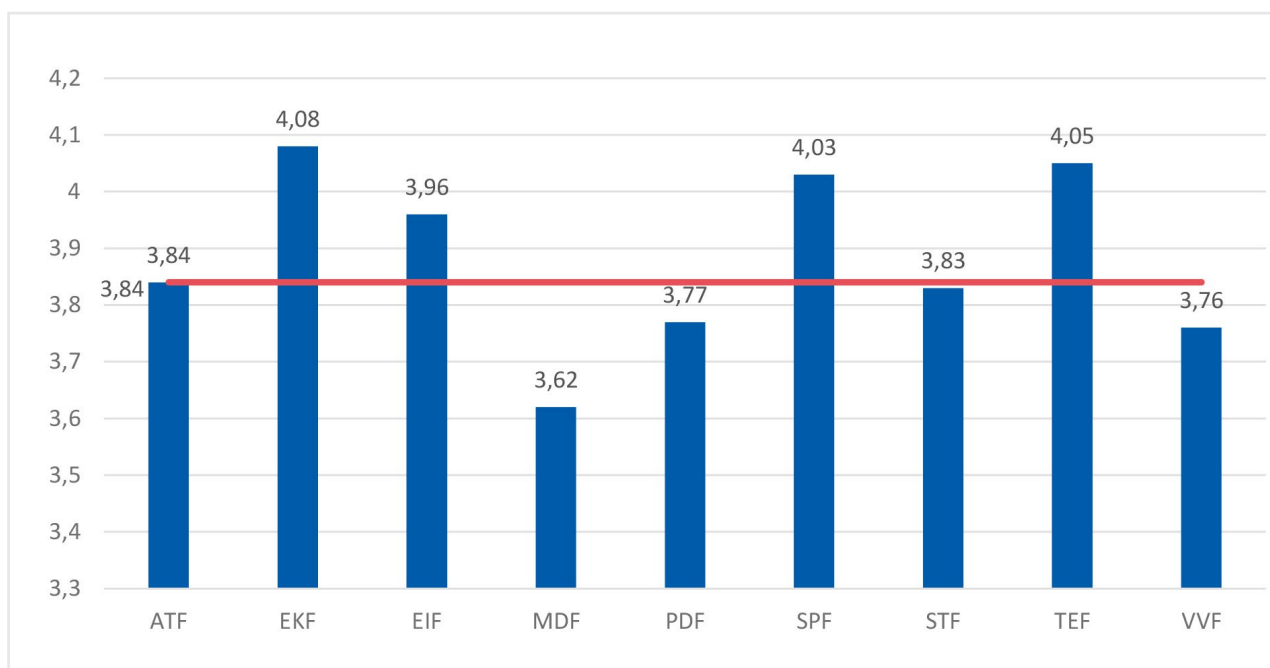


Fig. 2. Satisfaction with studies at VIKO by faculty (*study satisfaction score*)

Assessment of study organisation conditions

The survey results show that, when assessing the conditions for the organisation of studies (Fig. 3), students rate **the opportunities offered by mobility programmes (85.7%)**, the assurance of academic integrity (82.9%) and the availability of information sources in libraries (72.8%) most favourably. The procedures for lodging appeals remain the least clear to students (only 43.2% agree that they are clear), as does the variety of optional modules.

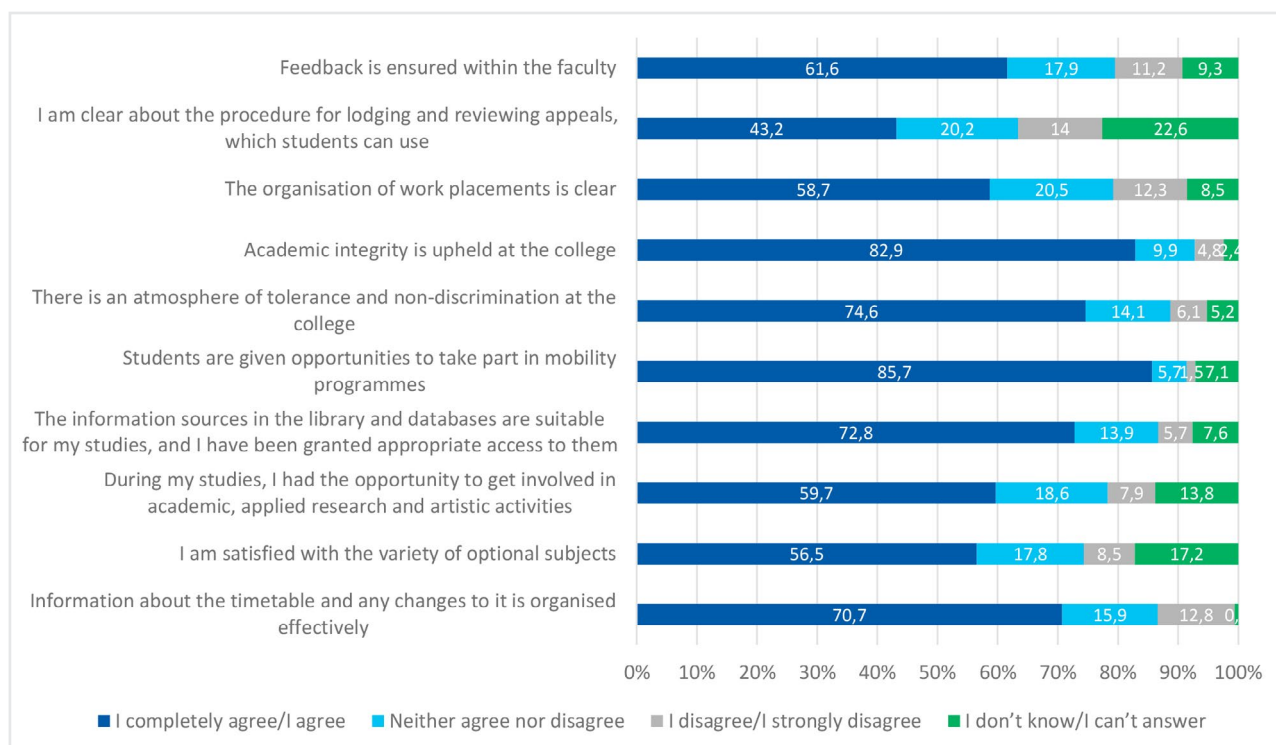


Fig. 3. Assessment of study organisation conditions, per cent

When analysing how students rate the provision of information on timetables, the survey data show that distance-learning students are the best informed about study timetables and changes to them (79.6 %), whilst part-time students are the least well informed (only 57 %). Although more than half of the students surveyed (61.6 %) state that feedback is provided by their faculty, student opinions vary when assessing the provision of feedback by faculty. **The highest levels of feedback** were recorded at the **ATF (74.4 %)**, **EKF (73.4 %)** and **EIF (73.2 %)**. Students at **STF (59.8 %)** and **MDF (60.2 %)** were the least satisfied with the feedback provided.

Assessment of study load

General trends in study load

An analysis of how VIKO students assess their study load at shows that, compared with the results from 2024, there was a noticeable **decrease in dissatisfaction with an excessive study load** in 2026 (Fig. 4). 63.2 % of students consider the study load to be appropriate (compared to 56.4 % in 2024), whilst 34 % of respondents believe the study load is too heavy (compared to 40.8 % in 2024). However, a more detailed analysis shows that Lithuanian students are more likely to feel that their study load is too heavy compared to international students (34.6 % of Lithuanian students and 25 % of international students, respectively). International students view the study load more favourably – as many as 74.2 % consider it to be appropriate. An insufficient load is not an issue among students – only around 1–2 % of all respondents identify this as a problem.

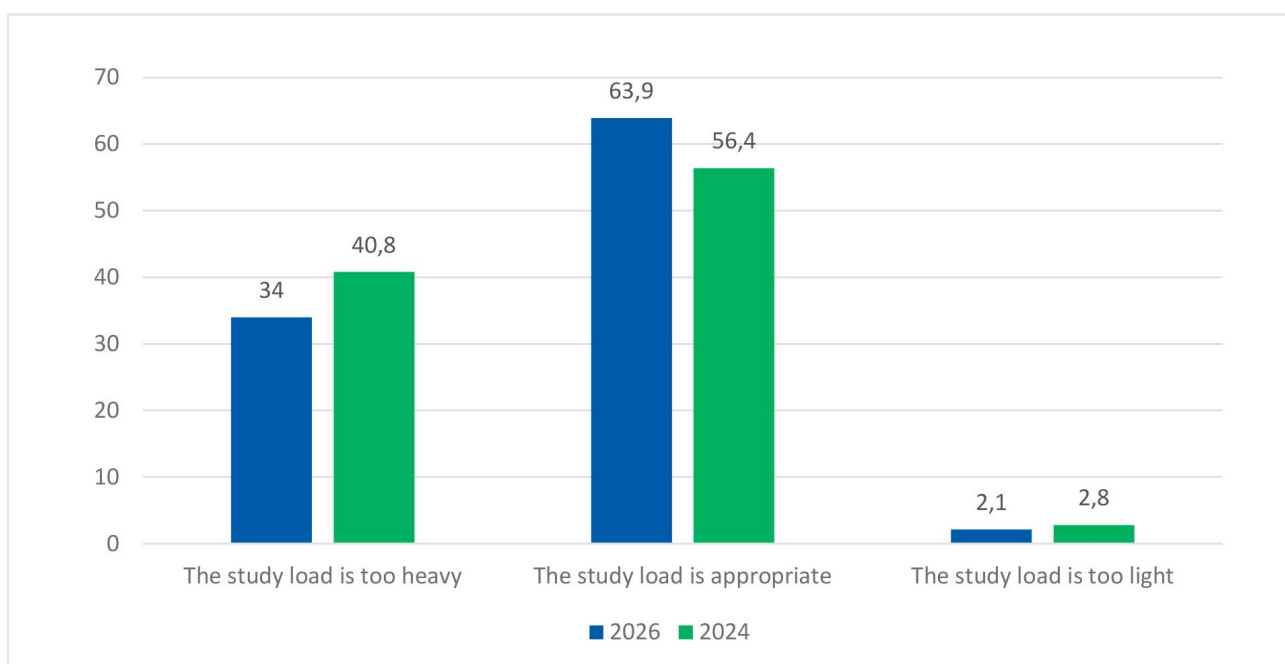


Fig. 4. Assessment of study workload, per cent.

Distribution of study load by specific groups

A more detailed analysis of the study load shows that certain segments of students experience significantly greater academic pressure:

- Working students are more likely to describe their study load as too heavy (**38.6 %**) than non-working students (**27 %**). This is directly linked to their comments about the difficulty of time management, with timetables being changed at the 'last minute'.
- **Third-year students** bear the heaviest study load – as many as **40.8 %** of them state that the workload is too heavy. Among first-year students, this figure stands at 28.3 %, and among second-year students, at 35 %.
- A particularly challenging situation is observed in **full-time studies on sessional time-table**, where as many as **56.6 %** of students state that their study load is too heavy. In full-time studies on everyday timetable this figure is the lowest (27.9 %).

The results of the survey show that the assessment of the study load at VIKO is very unevenly distributed, and in some faculties, it reaches problematic levels. **PDF** students feel the heaviest study load compared to other faculties, with as many as **62.3 %** of students describing it as too heavy; **MDF** students rank second in terms of how they assess their study load (46.3 % of them believe the study load is too heavy); **TEF** students enjoy the most balanced study load; in this faculty, only 12.6 % of students consider it to be too heavy.

Assessment of study and leisure conditions

An analysis of how VIKO's students rate study and leisure conditions shows that, compared with the results of the 2024 survey, 2026 saw a **marked increase in satisfaction** across almost all areas: **the library remains** the highest-rated area, with the proportion of positive ratings ('very good/good') rising from 60.5 % to 73.6 %; satisfaction with the virtual learning environment rose from 61.4 % to 73 %; the rating for rest and work areas shows a significant positive increase from 48.3% to 59.7%, the rating for lecture theatres rose slightly (from 58.7% to 61.5%), whilst the positive rating for laboratories/simulation companies reached 45.2% (Fig. 5).

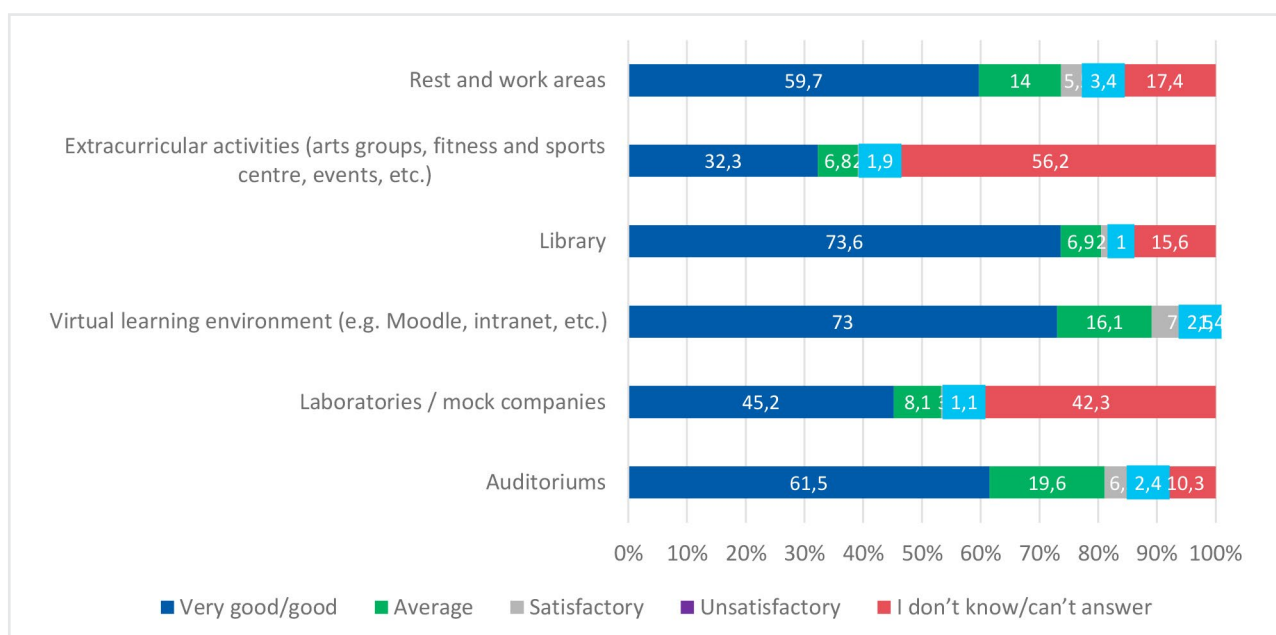


Fig. 5. Assessment of study and leisure conditions, per cent

The survey revealed that international students rate study and leisure conditions more favourably than Lithuanian students: the average rating for rest and study areas among international students is 4.23 points, whilst that for Lithuanian students is 3.81 points; the average ratings for the VMA and the library among international students are 4.12 and 4.13 points respectively, whereas the averages for Lithuanian students are 3.84 and 3.91 points.

The survey results show that extracurricular activities (art groups, sport, events) remain **the area receiving the lowest ratings**. Although the positive rating rose slightly (from 28.2% to 32.3%), as many as **42.3% of respondents stated that they did not know or were unable to assess** this area.

This indicates a significant gap in the dissemination of information about opportunities for extracurricular activities.

Assessment of student support

An analysis of how students rate the support provided to them by VIKO (Fig. 6) shows that the most highly rated area of support is **consultations with lecturers**. As many as **89.5%** of all respondents agree that they have been given the opportunity to consult with lecturers. Although this figure is lower among international students (75%), the overall rating remains very high.

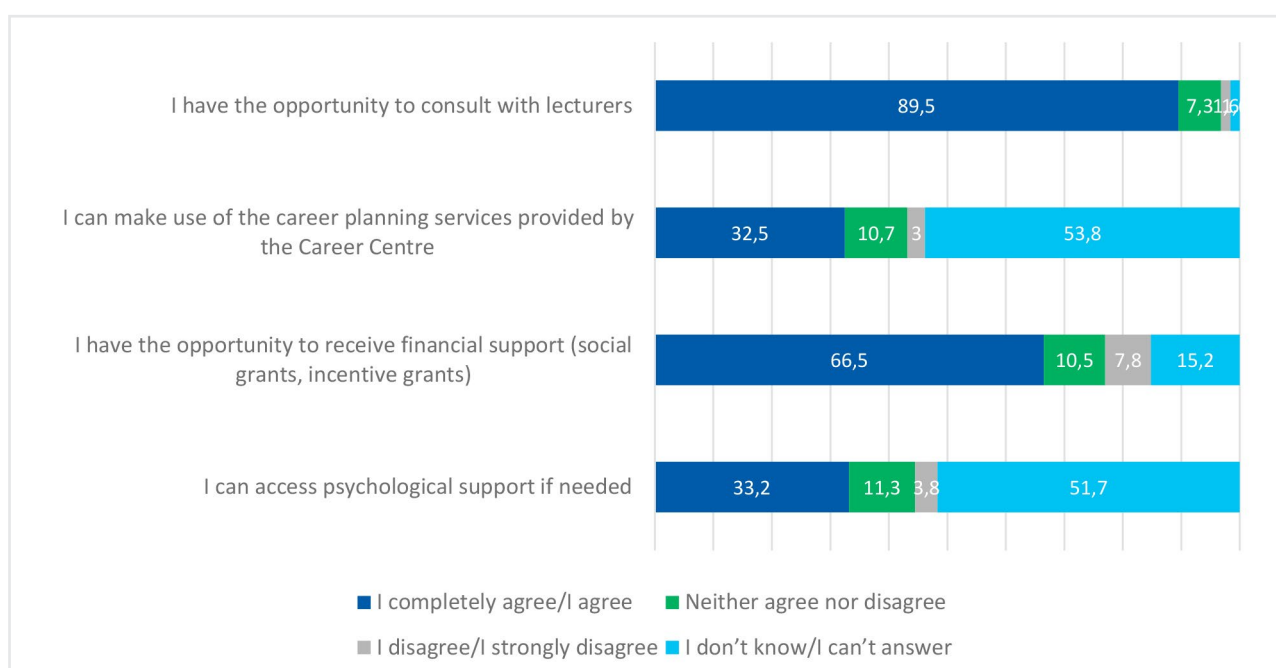


Fig. 6. Assessment of student support, per cent

When assessing the possibility of receiving financial support, the data show that 66.5% of students believe they have the opportunity to receive financial support. The survey also revealed that the areas of student support rated lowest are psychological support and the services provided by the Careers Centre. Only around **33%** of students agree that they can make use of these services. However, these areas are rated lowest not because of the quality of the services, but due to a lack of information. The survey revealed a critical lack of knowledge about the support provided by VIKO. More than half of the students selected the response '**don't know/can't answer**' when assessing information about **the Career Centre (53.8 %)** and **psychological support (51.7 %)**. However, compared with 2024, the proportion of students unaware of the Career Centre fell from 68.5% to 53.8%, and for financial support, from 22% to 15.2%. This indicates an improvement in the dissemination of information, although it remains insufficient. There is a clear need to publicise information more clearly about psychological support, the services offered by the Career Centre, and the procedures for allocating financial support (grants).

Student recommendations

The survey data show that the majority of students view the opportunity to recommend the institution itself to prospective students favourably: **85.1 %** of Lithuanian students and **74 %** of the foreign students surveyed would recommend studying at VIKO. It is noted that the highest recommendation rate is among first-year students (83.9 %), but it gradually decreases in subsequent years, reaching 67.4 % in the fourth year. When assessing their specific study programmes, students remain positive, with **81.2% of** Lithuanian students and **71% of** the foreign students surveyed saying they would recommend their programme to others. The survey revealed that the rates of programme recommendation vary depending on the faculty: programmes are rated most favourably by students at EKF (81.6%), SPF (79.9%) and TEF (77.4%) students, whilst students at MDF (57%) and ATF (63.6%) are least likely to recommend their study programmes.

The survey shows that students' willingness to recommend VIKO is directly linked to their satisfaction with the professionalism of the lecturers and the overall College environment, which they describe as 'an excellent place to study'. However, the noticeable decline in recommendations among students in higher years may be linked to the excessive study load mentioned by students in their final semester, as well as administrative challenges in drawing up and publishing timetables.

During the survey, students had the opportunity to express their comments, observations and suggestions. In their comments, students highlighted several areas of concern:

- 1. Timetables:** there were complaints about timetables or changes to them being provided too late, which is particularly relevant for working students.
- 2. Feedback:** following assessments, students often receive only a mark without any explanation from the lecturer on how to improve.
- 3. Final semester:** the workload during the final exam period (the bachelor's thesis alongside work placements and lectures) is seen as leading to 'emotional burnout'.

SUMMARY

The study revealed the following strengths:

- **A steady increase in overall satisfaction with studies.** A positive trend has been observed – the overall satisfaction score has been rising steadily and reached **3.84** in 2026 (for comparison: in 2016 it was 3.46). As many as **72.2%** of Lithuanian students and **69.7%** of international students stated that they were satisfied or completely satisfied with their studies at VIKO.
- **Opportunities to participate in mobility programmes.** This is one of the most highly rated areas – as many as **85.7%** of Lithuanian students agree that VIKO provides excellent conditions for participating in *Erasmus+* or other exchange programmes.
- **Academic integrity and ethics.** VIKO successfully ensures academic integrity (**82.9%** of students agree with this), and fosters an atmosphere of tolerance and non-discrimination (**74.6%** of students agree with this).
- **Support and professionalism of lecturers.** Students rate the opportunity to consult with lecturers very highly (**89.5 %**). In their comments, lecturers are described as professionals in their field who sincerely share their knowledge and help students develop practical skills.
- **Virtual learning environment and library.** *Moodle* and other digital platforms are rated highly, with an average **score of 4.23**. Students are also satisfied with the library's information resources and their accessibility (**72.8%**).

Areas for improvement (Challenges):

- **Timetable planning and communication.** This is one of the most pressing issues – 10 % of respondents highlighted that timetables or changes to them are provided **too late**. This is particularly relevant for 57 % of working students, who find it difficult to balance work with a suddenly changed lecture timetable.
- **Uneven study load.** Although the study load is appropriate for most students, **34.6%** of Lithuanian students feel it is too heavy. The situation is particularly critical in **PDF (62.3%)** and **MDF (46.3%)**. Students complain about the 'crammed' final semester, when lectures, work placements and the writing of their bachelor's thesis all take place simultaneously.
- **Dissemination of information on support.** The survey shows that students lack knowledge about the services provided by VIKO. As many as **53.8%** of students are unaware of the services offered by the Career Centre, whilst **51.7%** are unaware of the psychological support available. Students also want more information on the procedures for awarding financial support (e.g. grants).
- **Feedback and the appeals procedure.** Only **43.2%** of students are clear about the appeals procedure. Furthermore, students note that, following assessments, they often receive only a mark without detailed comments from the lecturer on how they could improve.

Recommendations for change

Based on the findings of the survey, it is recommended that the third-year study plans be reviewed to ensure a balanced study load, that timetables be published earlier, and that there be more active communication regarding the financial, psychological and career planning support available to students.