

Student Centred Engagement: Strategic Enhancement Across the Whole Institution.

Katie Hartless Rose, Abigail Hirshman
Alun Evans, Stacey Tilling

CUReS

Coventry University
Research Solutions



Session Outline

- Focus on the institutional approach to addressing student satisfaction and experience since 2010
 - Background and Method
 - Results
 - Conclusions
 - Implications for practice
- Discussion to share practice

CUReS

Coventry University
Research Solutions



Some Context

- Coventry University – post 1992 University & member of the University Alliance
- Key institution performance indicators include targets for NSS performance and league table positions
- Over the last 4 years we have been running a centralised internal evaluation process of all modules across the university to improve student satisfaction

CUReS

Coventry University
Research Solutions



The Setting

- CUREs was created four years ago to deliver module evaluations across the whole university.
- Have expanded significantly and now deliver other large and small scale surveys and evaluations. Employ students in the delivery process.
- Other activities include students as researchers internship, external research projects and professional training courses.
- Support and fund PhD's for research staff

CUREs

Coventry University
Research Solutions



What wasn't working...

- Prior to 2010, an online only system was in place for evaluations
- <10% response rates in most cases
- Lack of academic engagement
- No central administration
- Qualitative responses rarely examined

CUReS

Coventry University
Research Solutions



The questionnaire process.....

- Questionnaires administered in timetabled lectures by Student Research Support Staff (RSS)
- With the move to semesterisation, UG and PG modules are evaluated towards the end of each semester, plus end of year course surveys
- The average turnaround time to analyse and report on all questionnaires is 10 working days
- All reporting sent electronically to module tutors and management

CUReS

Coventry University
Research Solutions



Academic Engagement

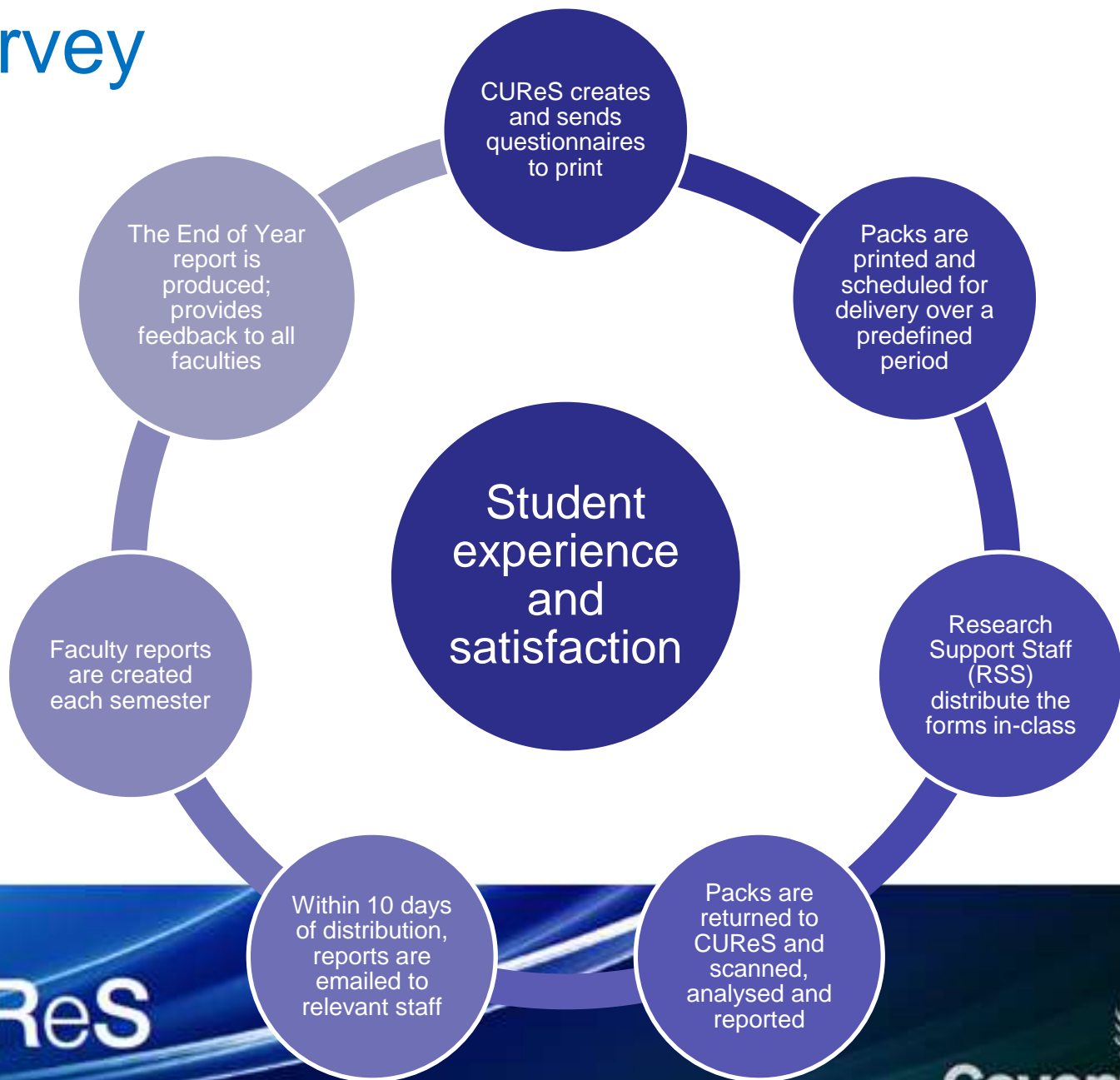
- Academic engagement in the evaluation process has grown significantly
- Reduced academic administrative demands
- Staff awareness and buy-in has dramatically increased
- Module, Department and Faculty reports are now in demand
- Satisfaction levels are now tied in to Development Performance Reviews

CUReS

Coventry University
Research Solutions



The Survey Cycle.



CUREs

Coventry University
Research Solutions



**Coventry University
Module Questionnaire 2013-2014**



Instructions
Use an HB pencil or black ballpoint only to fill in the one option closest to your opinion for each question.

Like this: ● Not like this: ● (with symbols for 'like' and 'not like')

Return this form to the survey taker when requested.

- 1 Staff teaching on this module are good at explaining things clearly.
- 2 Staff teaching on this module make the subject interesting.
- 3 Staff teaching on this module are enthusiastic about what they are teaching.
- 4 The module is intellectually stimulating and engaging.
- 5 The materials used by the staff have enhanced my learning.
- 6 Module information (module guide, timetable and assessment requirements) is available through online learning environments
- 7 Online tools and environments are used effectively to support my learning.
- 8 Staff teaching on this module are well prepared.
- 9 Classes usually start and finish on time.
- 10 The assessment requirements on this module are clear.
- 11 Hand-in dates and coursework return dates are clearly defined.

Response options for each question:

- Definitely agree
- Mostly agree
- Neither agree nor disagree
- Mostly disagree
- Definitely disagree
- Not applicable

Coventry University Course Questionnaire 2013-14



Instructions
Use an HB pencil or black ballpoint only to fill in the one option closest to your opinion for each question.

Like this: ● Not like this: ● (with symbols for 'like' and 'not like')

Return this form to the survey taker when requested.

- 1 I feel part of a learning community.
 - 2 The modules that I study link together well.
 - 3 Teaching on my course is intellectually stimulating and challenging.
 - 4 I have received sufficient academic advice and support with my studies.
 - 5 The range and balance of approaches to teaching has helped me to learn.
- The course content is informed by current research, scholarship or professional practice in the discipline.
- Digital technology is used effectively to support my learning.
- The amount of assessment on the course is about right.
- Assessment processes and marking are fair.
- My work has helped my learning.
- My work with the amount of feedback on my work.
- My work provides students with the opportunity to experience another way of working, work or volunteering experience.
- My work has helped my understanding of international perspectives.
- My work is supported by the personal tutorial system.
- My work is designed to and it is clear how any issues...
- My work is supported enough for my needs...
- My work is supported by systems, and software etc.]
- My work is supported by my course when I need to...
- My work is supported by my career...

Response options for each question:

- Definitely agree
- Mostly agree
- Neither agree nor disagree
- Mostly disagree
- Definitely disagree

CURes

**Coventry University
Research Solutions**



**Coventry
University**

Some figures

- 59,837 questionnaire sheets across 2315 modules analysed and reported between November 2013 and August 2014
- Average of 98% turnaround within 10 working days across the whole period.
- Average student response rate up from 55% in 2010/11 to 66% in 2013/14
- One third of all modules surveyed in 2013-14 received 80-100% response rate

CUReS

Coventry University
Research Solutions



Using the data

- Reporting back to students on the results and actions taken using Moodle
- Data reported at module, course, department and faculty level
- Key areas for action can be easily identified
- Data used across staff development workshops, plus annual Teaching and Learning Conference

CUReS

Coventry University
Research Solutions



Example of module-level reporting

The module timetable operates as expected and changes are communicated clearly in advance

Response	Frequency	Percent
Definitely Agree	4	80.00
Mostly Agree	1	20.00
Neither Disagree or Agree	0	0.00
Mostly Disagree	0	0.00
Definitely Disagree	0	0.00
Not Applicable	0	

Library resources and services are sufficient for my needs on this module

Response	Frequency	Percent
Definitely Agree	0	0.00
Mostly Agree	3	75.00
Neither Disagree or Agree	1	25.00
Mostly Disagree	0	0.00
Definitely Disagree	0	0.00
Not Applicable	1	

There is adequate access to specialist computer hardware and software required for this module

Response	Frequency	Percent
Definitely Agree	1	25.00
Mostly Agree	2	50.00
Neither Disagree or Agree	1	25.00
Mostly Disagree	0	0.00
Definitely Disagree	0	0.00
Not Applicable	1	

There is adequate access to specialist equipment required for this module

Response	Frequency	Percent
Definitely Agree	0	0.00
Mostly Agree	2	66.67
Neither Disagree or Agree	1	33.33
Mostly Disagree	0	0.00
Definitely Disagree	0	0.00
Not Applicable	2	

Overall the quality of this module is satisfactory

Response	Frequency	Percent
Definitely Agree	3	60.00
Mostly Agree	2	40.00
Neither Disagree or Agree	0	0.00
Mostly Disagree	0	0.00
Definitely Disagree	0	0.00
Not Applicable	0	

Question: 3 Good things

Respondent	Response
1	Please identify up to three things you think are good about this module enrichment - good
2	Please identify up to three things you think are good about this module + provide the link that it is regularly linked back to individual work piece. + continue the multidirectional aspect.
3	Please identify up to three things you think are good about this module Applying theory & principles to cases of conduct Lecturer engaging & knowledgeable Good to interact with other professional groups
4	Please identify up to three things you think are good about this module 1. well structured the module was 2. engaging 3. informative
5	Please identify up to three things you think are good about this module clear objectives, Co-Ordinately Show Content group work - Better Learning

3 Good things

Changes

Good lecturer :)

Provide a couple of 1:1 sessions to help provide personal feedback

Use of field trips

More clarity on the coursework, more accessibility to the labs

CUReS

Coventry University
Research Solutions



Coventry
University

Departmental and Faculty level reporting

Response	Staff teaching on this module are good at explaining things clearly.	Staff teaching on this module make the subject interesting.	Staff teaching on this module are enthusiastic about what they are teaching.	The module is intellectually stimulating and engaging.	The materials used by the staff have enhanced my learning.	Module information (module guide, timetable and assessment requirements) is available on CUOnline Moodle.	CUOnline is used effectively to support my learning.	Staff teaching on this module are well prepared.	Classes usually start and finish on time.	The assessment requirements on this module are clear.	Hand-in dates and coursework return dates are clearly defined.	Feedback on any returned work has been useful to develop my understanding of the module content.	Sufficient academic advice and support on this module are available.	Staff teaching on this module are available when they say they will be.	The module timetable operates as expected and changes are communicated clearly in advance.	Library resources and services are sufficient for my needs on this module.	There is adequate access to specialist computer hardware and software required for this module.	There is adequate access to specialist equipment required for this module.	Overall the quality of this module is satisfactory.
% Total sat	70	70	73	88	90	93	85	77	73	100	80	77	86	82	68	83	83	78	
% Total sat	92	89	79	100	79	93	100	93	100	93	93	79	93	86	79	77	86	93	
% Total sat	92	92	83	75	83	92	81	92	92	100	93	100	100	100	91	100	82	92	
% Total sat	74	81	83	83	87	89	79	84	94	84	94	80	78	89	82	72	93	74	
% Total sat	100	100	100	91	88	88	79	91	100	78	91	83	94	84	88	77	79	97	
% Total sat	97	74	97	78	78	95	89	97	97	90	91	80	93	93	84	70	78	91	
% Total sat	97	93	100	82	97	94	94	99	97	87	94	79	95	95	97	92	92	97	
% Total sat	100	100	100	98	100	100	95	100	98	93	98	95	97	96	85	91	93	97	
% Total sat	100	97	100	94	94	100	97	100	100	97	100	89	91	100	100	90	80	100	
% Total sat	81	73	95	78	77	99	85	95	99	98	98	79	91	94	93	88	88	85	
% Total sat	96	90	93	84	84	91	89	96	93	90	94	80	90	92	91	86	89	87	
% Total sat	98	82	100	82	84	100	97	100	98	95	95	83	87	98	96	92	70	96	
% Total sat	100	100	100	78	78	100	100	100	100	78	100	100	88	100	100	58	100	100	
% Total sat	100	90	95	85	85	90	98	93	95	82	85	95	93	90	95	90	87	90	
% Total sat	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
% Total sat	71	57	86	71	71	86	86	86	100	67	86	50	71	86	86	87	60	87	
% Total sat	100	100	95	100	79	100	78	95	95	74	100	77	89	94	100	84	83	95	
% Total sat	100	100	100	100	100	100	100	100	100	78	100	100	100	100	100	100	100	94	
% Total sat	71	72	92	78	83	80	71	88	85	88	96	75	77	88	92	87	60	77	
% Total sat	100	100	100	100	100	100	90	100	100	100	100	100	100	100	100	80	100	100	
% Total sat	100	100	100	92	82	100	83	100	100	92	100	83	83	100	92	78	87	100	
% Total sat	88	75	94	89	82	81	73	94	94	85	94	87	81	87	83	82	57	71	
% Total sat	94	94	100	89	100	94	81	100	100	100	100	75	94	94	72	85	83	94	
% Total sat	95	88	91	77	82	82	88	91	91	77	91	89	71	90	82	86	79	82	
% Total sat	96	92	100	92	88	96	76	96	100	88	92	83	92	88	88	84	80	96	
% Total sat	100	100	100	100	100	100	100	100	100	100	100	100	100	94	100	94	100	100	
% Total sat	100	100	100	92	96	100	95	100	100	96	96	89	100	95	100	82	88	100	
% Total sat	100	100	100	100	100	100	89	100	89	89	100	88	100	100	100	NA	NA	100	
% Total sat	89	65	81	76	70	81	83	87	85	80	87	87	74	80	78	75	89	83	
% Total sat	100	100	100	93	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
% Total sat	90	80	90	78	80	90	88	100	90	90	90	80	80	90	90	100	100	100	

CURes

Coventry University
Research Solutions



Coventry
University

Important aspects

- Paper based format reaps better response rates
- Online format still available to off-campus modules or modules with unusual deliveries
- Reporting:
 - directly to the module tutors- qualitative and quantitative data
 - Higher level reporting – departments/faculties
- The use of student support staff to distribute the questionnaires in timetabled lectures

CUReS

Coventry University
Research Solutions



Positives

- Higher student satisfaction as constantly reviewing and responding to feedback
- Qualitative data now being reviewed regularly
- Higher response rate, so more accurate data
- General year-on-year improvements seen in feedback
- Student empowerment
- Staff empowerment/increased staff buy-in
- Four years worth of comparable data

CUReS

Coventry University
Research Solutions



Negatives

- Increasingly 'bulky' system as the scope keeps growing
- Some continual issues with integrating all faculties under one system
- Costs of paper, printing, delivery and analysis
- System reliant on many variables
- Room usage/abusage
- Some questions provide unreliable data
- Survey Fatigue?

CUReS

Coventry University
Research Solutions



Some key findings – lessons learned

- Misunderstanding of the meaning of questions common amongst students, even after embedding the process into the whole university
- Misunderstanding of ‘neither disagree nor agree’ and ‘not applicable’
- The importance of having a baseline of data and evidence to inform strategic interventions.
- Impact of changing semester structures/term structures

CUReS

Coventry University
Research Solutions



Score Definitions

- Definitely Agree: You are happy with this aspect of the course
- Mostly Agree: You are generally happy/are okay with this aspect of the course
- Neither Disagree nor Agree: Things are 'so-so' but need improving.
This is a NEGATIVE response
- Mostly Disagree : You are generally unhappy with this aspect. Things need to be improved
- Definitely Disagree: You are very unhappy with this aspect. There is a major problem



IMPORTANT

The only neutral response is
NOT APPLICABLE

- Not applicable: This question is not applicable to this module at this time



Discussion



- Do you have a whole institution approach in your university?
- What are your institutional drivers for student satisfaction survey?
- How useful/problematic is it to have the neither agree/disagree box?

CUReS

Coventry University
Research Solutions

