

Examining the learner journey through student feedback

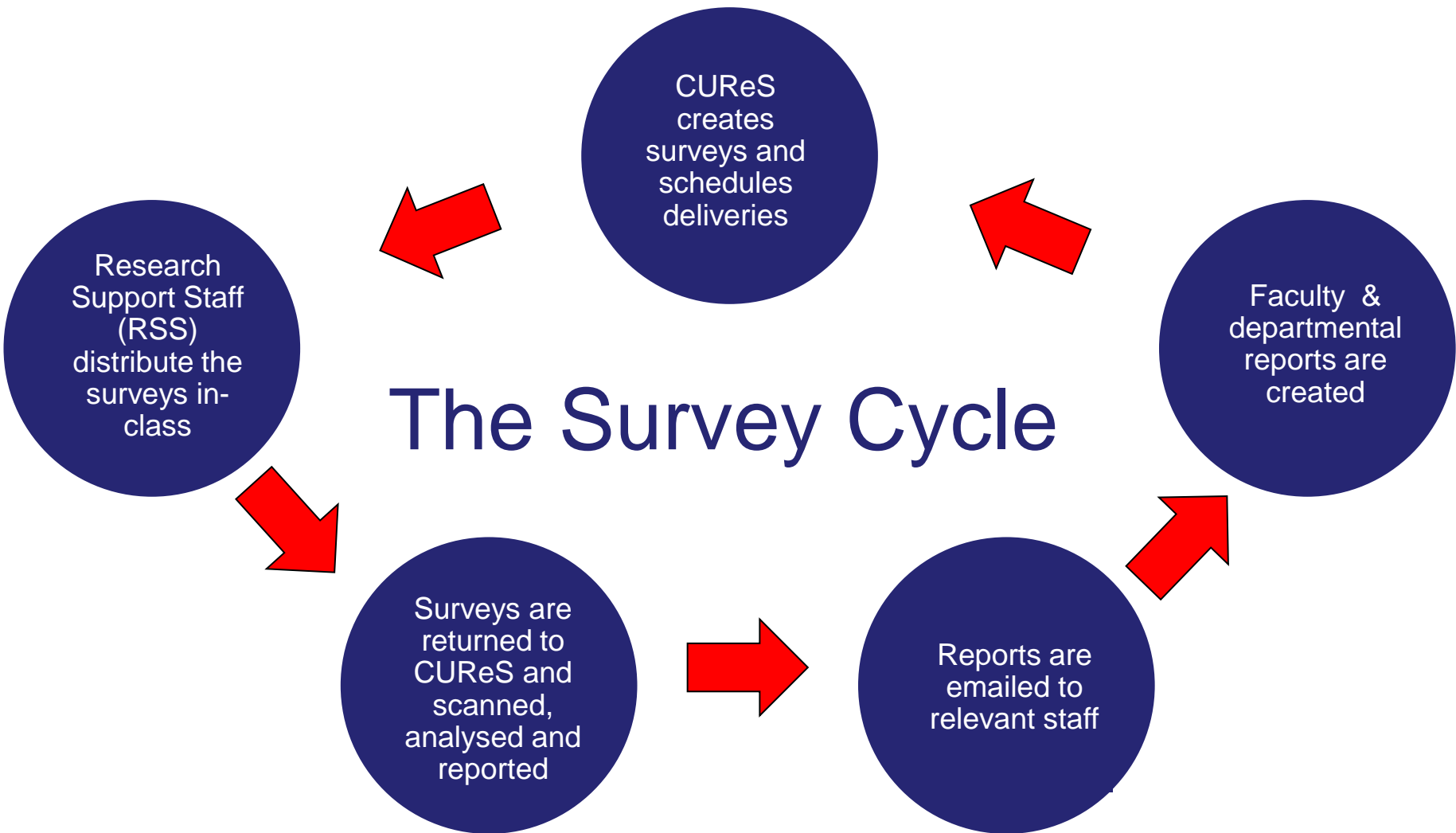
Craig Bartle
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Staff teaching on this module are good at explaining things clearly

Response	Frequency	Percent	Total Satisfaction
Definitely Agree	13	46%	96%
Mostly Agree	14	50%	
Neither Disagree or Agree	0	0%	
Mostly Disagree	1	4%	
Definitely Disagree	0	0%	

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

Response	Frequency	Percent	Total Satisfaction
Definitely Agree	5	31%	69%
Mostly Agree	6	38%	
Neither Disagree or Agree	3	19%	
Mostly Disagree	0	0%	
Definitely Disagree	2	13%	

What changes to the module, or its delivery, would improve your satisfaction?

Respondent	Response
2	A different in-class assistant
4	Allow more time for the last assignment, 4 days is not long enough
9	Change the exam case studies to new ones
19	Better communication from tutor about any timetable changes
22	More time to complete assignments

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Departmental and Faculty level reporting

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
100	100	100	85	92	77	67	100	100	100	100	100	85	100	100	100	50	67	100
82	100	100	82	80	82	73	100	100	73	91	91	82	91	91	82	100	100	100
100	77	100	92	85	92	62	92	100	92	92	90	92	92	92	92	89	100	100
100	100	100	92	100	100	92	100	92	100	100	NA	100	100	100	100	100	100	100
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	87	0	50	100
100	91	100	91	100	100	100	100	100	100	100	100	91	89	100	75	50	60	100
100	98	100	100	95	100	100	100	100	100	100	93	100	100	100	67	93	93	100
100	100	100	92	92	100	85	92	100	100	100	100	100	100	100	100	50	100	100
96	96	100	100	100	100	100	100	100	100	100	100	100	96	100	100	96	89	100
100	100	100	100	100	100	100	100	92	100	100	100	100	100	92	92	82	83	100
91	100	100	100	100	100	100	100	100	100	100	100	100	100	91	90	100	82	100
100	100	100	100	100	100	100	100	100	95	100	100	100	100	100	94	83	83	100
100	100	100	100	100	100	91	100	100	91	100	90	91	100	100	100	88	80	100
100	95	100	97	93	100	94	100	99	96	85	72	94	96	99	94	94	100	100
94	100	100	94	94	88	81	88	81	100	100	88	81	75	75	81	94	94	100
88	100	100	88	88	75	94	94	88	94	100	88	100	94	81	94	100	94	100
100	100	100	100	100	100	100	100	100	100	100	100	83	100	100	83	100	83	100
100	80	80	80	90	90	100	100	100	100	90	86	89	75	90	71	100	88	100
60	80	80	80	80	100	80	100	100	80	100	100	80	80	80	100	80	60	100
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	0	100	100	100
100	100	100	86	100	71	86	86	88	100	100	88	100	88	100	100	88	88	100
100	100	100	100	100	78	100	100	100	89	100	100	89	100	56	89	63	78	100
100	100	100	100	100	100	100	100	100	94	100	100	94	100	100	100	100	100	100
100	92	100	100	100	100	100	92	100	92	100	91	100	92	100	90	100	100	100
100	100	100	100	83	83	83	83	83	83	83	100	83	100	100	100	100	83	100
100	94	94	100	88	88	76	100	94	94	82	100	88	100	88	82	100	88	100
94	97	94	91	91	97	91	91	94	86	94	89	94	97	91	85	84	88	100
100	100	100	83	92	100	89	100	100	92	91	100	100	100	100	70	100	71	100
100	100	88	88	100	88	100	75	75	100	100	88	100	100	50	100	100	100	100
100	100	80	90	60	80	89	80	89	100	100	90	100	100	90	100	67	100	100

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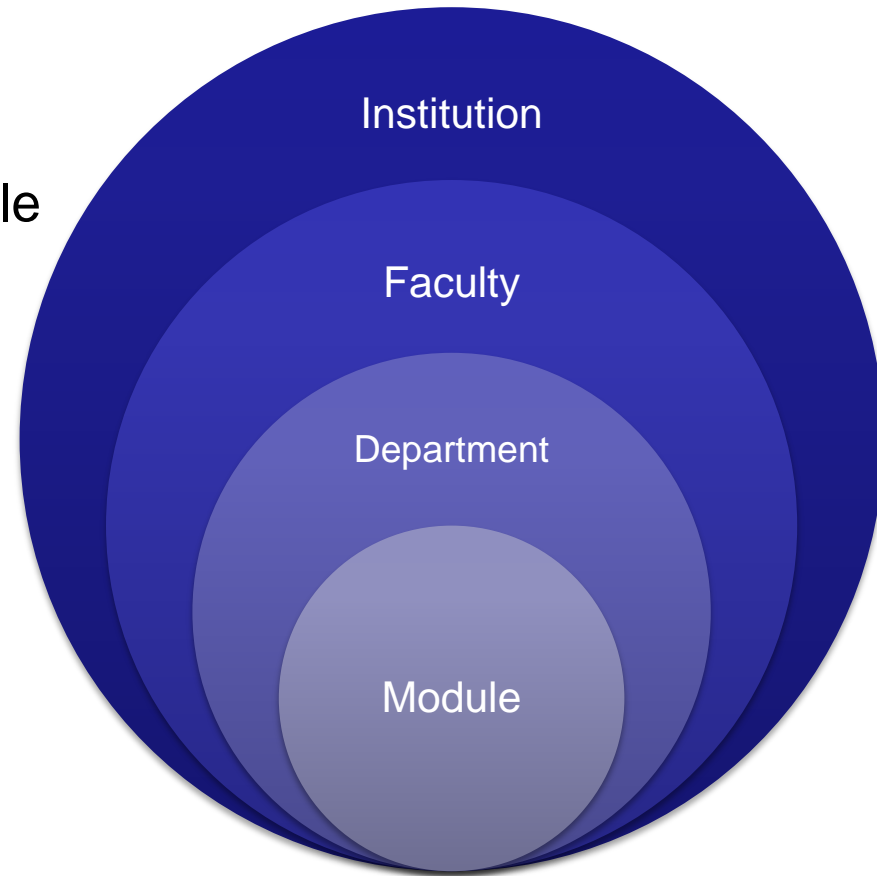
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Institutional Feedback

- End of year report distributed widely with comparative data across the whole institution
- Comparative data at departmental and faculty level following each collection period
- Very fast feedback to module leaders



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A Cronbach's alpha coefficient was calculated to test for internal consistency reliability, which produced the following scores for responses to MEQ questions combined into NSS categories:

Categories	Cronbach's Alpha Coefficient	Reliability*
Teaching	0.944	Excellent
Assessment & Feedback	0.789	Acceptable
Academic Support	0.888	Good
Organisation & Management	0.851	Good
Learning Resources	0.852	Good

The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale.

*based on ratings by George & Mallery (2003):

>0.9 = Excellent, >0.8 = Good, >0.7 = Acceptable, >0.6 = Questionable, >0.5 Poor, <0.5 Unacceptable

George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update* (4th ed.). Boston: Allyn & Bacon.

Departmental NSS Comparison Table		Teaching	Online (Internal Measure: This does not appear on the NSS)	Assessment & Feedback	Academic Support	Organisation	Learning Resources	Overall Satisfaction
Weighted Level 1	6789	83	90	79	84	90	76	87
Weighted Level 2	4471	82	88	81	85	91	77	85
Weighted Level 3	3921	88	90	86	90	94	80	90
Weighted Level M	1275	94	93	87	92	95	83	93
Weighted (TOTAL)	16456	85	90	82	86	91	78	88
NSS Departmental Score 2014-15		94	NA	83	89	88	88	91

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Year on Year Departmental Satisfaction at Level 3 - MEQ and NSS Comparison

Year	Source	Teaching	Online (Internal Measure: This does not appear on the NSS)	Assessment & Feedback	Academic Support	Organisation	Learning Resources	Overall Satisfaction	Percentage Change (Overall Satisfaction)
2013-14	MEQ	90	91	86	91	93	81	92	-2
2014-15		88	90	86	90	94	80	90	
2013-15	NSS	94	NA	80	88	87	88	93	-1
2014-15		94	NA	83	89	88	88	91	

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Qualitative Feedback

Teaching

"Clearer objectives and consistency between tutors"

"I would like additional study skills sessions... like Photoshop"

"[The Lecturer] is always enthusiastic and explains things clearly"

Assessment & Feedback

"Assessment requirements could do with being clearer"

"Outline the learning outcomes and submission details clearly"

"Give better examples of what is required"

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Qualitative Feedback

Academic Support

"Having a module tutor available to help really helps to improve your work"

"1 hour per week timetabled tutorials is not enough"

"This is a large module so we need a more readily available tutor"

Organisation

"Communicate information about timetable changes and events in good time"

"Structure the course better; some subjects should come earlier in the course"

"Fragmented timetable is not ideal for me"

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Qualitative Feedback

Learning Resources

"More computer rooms with access to appropriate software"

"More up to date equipment"

"We should be given free access to materials as part of the course"

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Thanks for listening!

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