

Effective module evaluation: tackling the most challenging institutional survey

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Today we will be talking about:

- Our experience in using Blue as **institutional survey platform** (why, successes and challenges)
- How Blue was used to improve **engagement** of academics and students in the module evaluation process
- How we amplified **module evaluation reports** by using demographics and programme enrolment information from the student information system
- How we use results to **enhance** teaching and learning at LJMU

Module evaluation

- Key survey for quality assurance and enhancement
- ME always has been a standardised online survey at LJMU, previously outsourced to an external company
- Modules are single staff or team taught; we don't evaluate individual members of staff
- Challenging survey – all levels covered, modules taken by students from more than one programme, students take up to 5 modules per year, - to be evaluated simultaneously)
- Good response rate is paramount, especially for small modules

Development of the survey 2013-2014

1. Shortened the questionnaire: 4 mandatory questions + 4 free text questions
2. Moved from external platform to the Blackboard Enterprise Survey (mobile access, enhancing presence on the institutional VLE)

Results: administration of the survey improved, r/r increased slightly, response rates and reporting remained a manual exercise.

2014-2015 pilot

- Piloted two survey platforms: Blue eXplorance and an alternative provider (paper-based) in two Faculties; two other Faculties were surveyed via BB Enterprise Survey
- Main evaluation criteria:
 - student engagement (response rates)
 - staff engagement
 - information value of reports for module leaders, programme leaders and senior managers
 - data turnaround

Pilot evaluation

Evaluation parameter	Paper-based survey platform	Blue eXplorance
Response rate	54% - Semester 1 41% - Semester 2	63% - Semester 1 43% - Semester 2
Reports available	21 st of May (1 st batch of reports)	1 st of May (all reports available on the Blackboard)
% of staff who would recommend the instrument/approach for a wider institutional adoption	47%	64%
% of staff who planned to share ME reports with students	37%	50%
Ability to analyse student comments on institutional level	Pdf - some handwriting difficult to read; need to re-type for analysis	Comments available for analysis immediately

LJMU module evaluation 2015-16

- Nearly 2000 modules ran this year
- Just over 1500 evaluated in April (end of main teaching)
- Approximately 300 in December (end of semester 1)
- Around 170 in July (mainly MSc dissertations)
- Smaller numbers at other times of the year (including short-courses)
- Some modules taken by more than one programme
- Some modules offered more than once during academic year
- A few students enrolled on more than one programme of study at the same time

Data structure: multiple programmes

Modules with more than one group of students

- All subjects (modules) are coded to include the module code, date of evaluation and programme of students
- Multi-programme modules are evaluated as a series of programme specific sub-modules with final results combined into a single module report

As Blue requires individual students to be associated with a single programme of study, multi-programme students (generally CPDs) would cause a problem

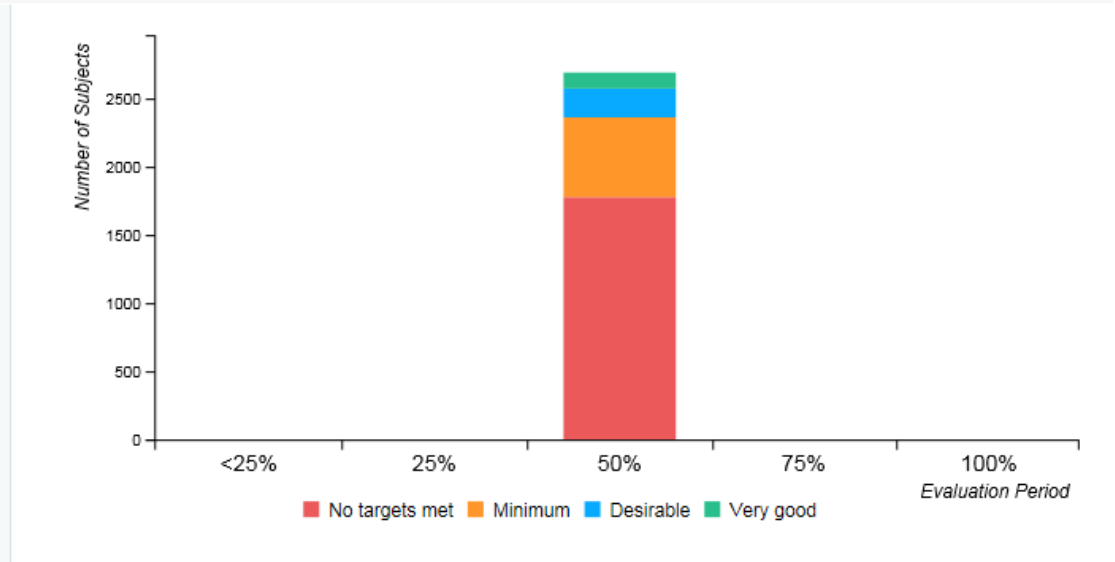
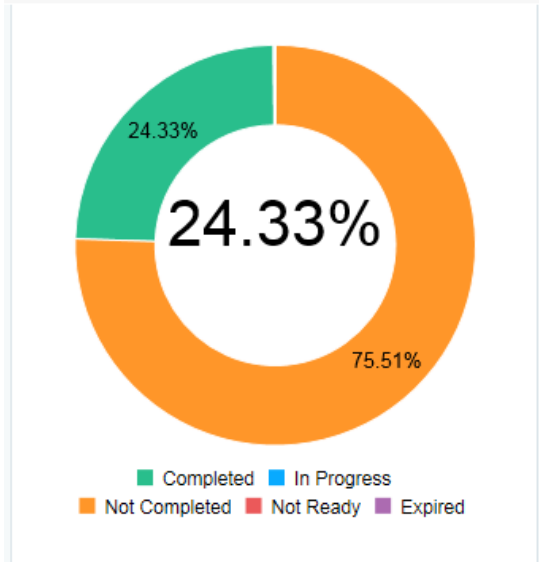
Solution: all student IDs are merged with programme IDs to form unique IDs even for those on several programmes

Questionnaire design

- Four standard questions (Likert scale)
- Two comment questions (what's good, what could be improved)
- Two optional questions (can choose from a list of 16 bank questions or can write their own)
- In first semester about 50% of staff added additional questions
- Demographic variables included: gender, ethnic group, age group, origin

Response analytics during current evaluation – real-time monitoring – clear evidence that reminders work

Response Rate



Subjects

Reset ⓘ ▾

Course_Faculty ▾

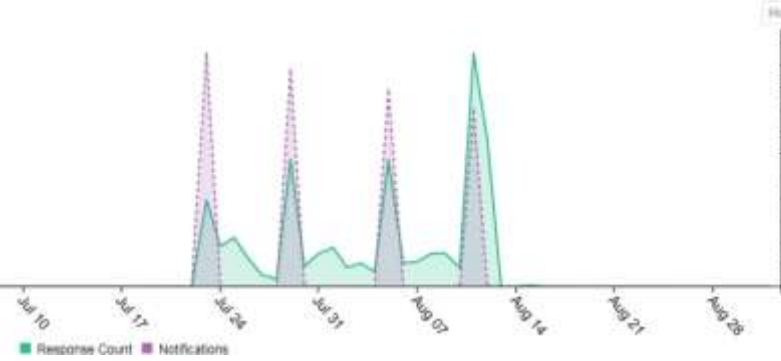
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Course_Faculty	Completed	In Progress	Not Completed	Invited	Response Rate
APS	6786	55	23187	30028	23%
EHC	3791	20	12169	15980	24%
SCS	5486	23	13980	19489	28%
TAE	4066	33	13118	17217	24%

Progression Details



Main benefits of using Blue for staff

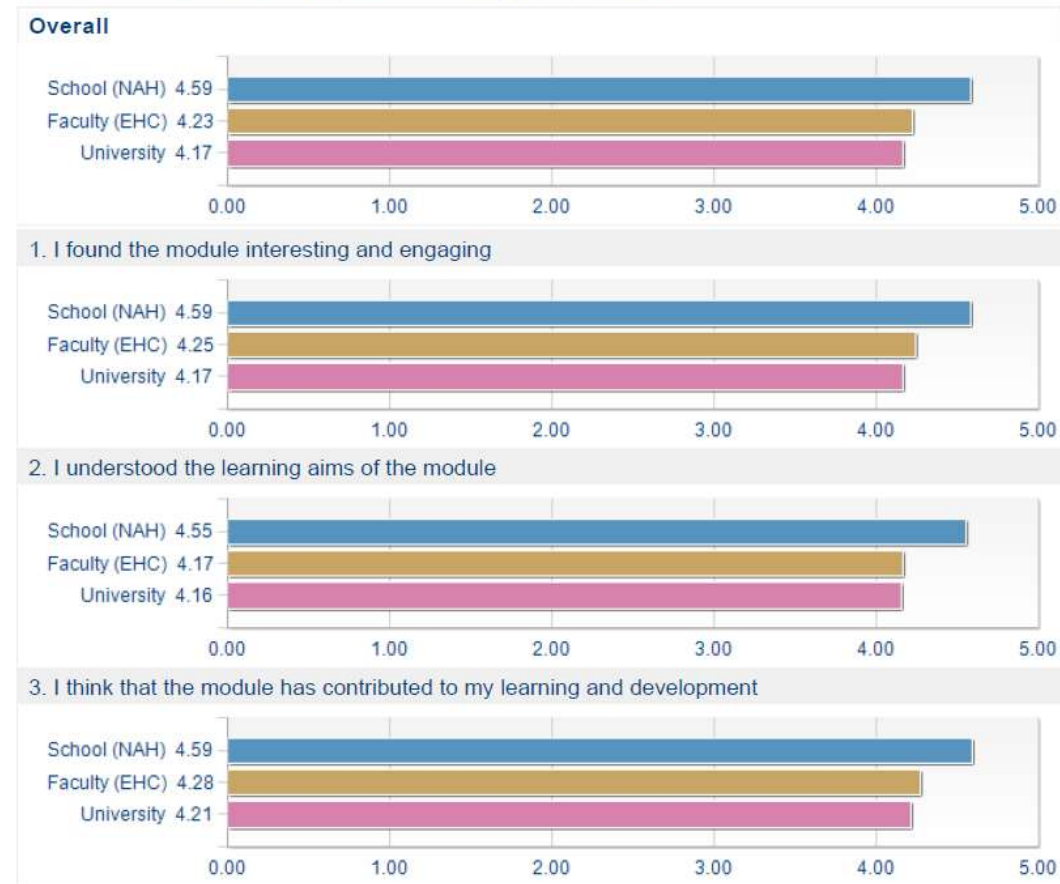
- Staff engagement (QP, monitoring r/r)
- Enhanced information value and business intelligence
- Opportunity to see satisfaction by programme, by demographic variable, by school
- Permanent access of staff to reports via BB

Reporting examples

I think that the module has contributed to my learning and development

	(SA)	(A)	(N)	(D)	(SD)	Mean
Overall	67.03 %	26.37 %	5.49 %	1.10 %	0.00 %	4.59
6001PCCOMM-2015-22831-DEC PUBLIC HEALTH	85.71 %	14.29 %	0.00 %	0.00 %	0.00 %	4.86
6001PCCOMM-2015-25090-DEC PUBLIC HEALTH	50.00 %	50.00 %	0.00 %	0.00 %	0.00 %	4.50
6001PCCOMM-2015-25426-DEC PUBLIC HEALTH	20.00 %	80.00 %	0.00 %	0.00 %	0.00 %	4.20
6004HSCIFC-2015-25016-DEC Critical Evaluation and Management of Safeguarding Policy and Practice	54.55 %	45.45 %	0.00 %	0.00 %	0.00 %	4.55
6006PQHEA-2015-25242-DEC Paediatric Clinical Examination and Minor Illness	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.00
6010PQHEAL-2015-25472-DEC ADVANCING SKILLS IN CONTRACEPTION & REPRODUCTIVE SEXUAL HEALTHCARE	66.67 %	0.00 %	0.00 %	33.33 %	0.00 %	4.00
6015PCCOMM-2015-22831-DEC Vulnerability and integrated practice	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.00
6015PCCOMM-2015-25090-DEC Vulnerability and integrated practice	50.00 %	50.00 %	0.00 %	0.00 %	0.00 %	4.50
6015PCCOMM-2015-25426-DEC Vulnerability and integrated practice	50.00 %	50.00 %	0.00 %	0.00 %	0.00 %	4.50
6016PQHEAL-2015-22236-DEC DEMENTIA CARE	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.00
6021PCCOMM-2015-25426-DEC Contemporary issues in SCPHN 1 with Nurse Prescribing	50.00 %	25.00 %	25.00 %	0.00 %	0.00 %	4.25
6022PCCOMM-2015-25426-DEC Engagement for Health	75.00 %	0.00 %	25.00 %	0.00 %	0.00 %	4.50
6041PCCOMM-2015-22831-DEC Contemporary Issues in District Nursing 1 with Nurse Prescribing	66.67 %	33.33 %	0.00 %	0.00 %	0.00 %	4.67
6045PCCOMM-2015-22831-DEC Contemporary Issues in District Nursing: Part 1 (without V100 prescribing)	75.00 %	25.00 %	0.00 %	0.00 %	0.00 %	4.75
6047PQHEAL-2015-22151-DEC RESEARCH IN HEALTH AND SOCIAL CARE	83.33 %	16.67 %	0.00 %	0.00 %	0.00 %	4.83
6047PQHEAL-2015-22831-DEC RESEARCH IN HEALTH AND SOCIAL CARE	100.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.00
6047PQHEAL-2015-25090-DEC RESEARCH IN HEALTH AND SOCIAL CARE	50.00 %	50.00 %	0.00 %	0.00 %	0.00 %	4.50
6047PQHEAL-2015-25426-DEC RESEARCH IN HEALTH AND SOCIAL CARE	75.00 %	0.00 %	25.00 %	0.00 %	0.00 %	4.50

Module Questions: Average Satisfaction (Mean) analysis



Reporting examples

Demographics

Gender	Count	Percentage
F	28	77.78%
M	8	22.22%

Origin	Count	Percentage
International	2	5.56%
Other EU	2	5.56%
UK	32	88.89%

Ethnic_Group	Count	Percentage
BME	11	30.56%
White	25	69.44%

Age_Group	Count	Percentage
Mature	5	13.89%
Young	31	86.11%

Reporting examples

Ethnic Group

Ethnic_Group	Count	Percentage
BME	65	44.22%
Refused	7	4.76%
White	75	51.02%

Question	White	Refused	BME
I found the module interesting and engaging	4.08	5.00	4.28
I understood the learning aims of the module	4.12	5.00	4.34
I think that the module has contributed to my learning and development	4.11	5.00	4.54
I received the help and support I needed to complete this module	4.10	5.00	4.25

Staff feedback on 1st semester

- Over 56% of module leaders used QP option (83% of NSP staff)
- 84% of staff believed that information value and usability of the reports were excellent or good, about 11% thought it was fair and 5 % said it was poor

Issues highlighted: low response rates, wrong timing of the survey, report being too long

Great that this is embedded into Bb given that announcements can be produced with a direct link.

This is much better than the older systems. More user friendly and I think this is true for students too

The Masters programmes are small numbers of students so the statistical relevance of only a small return can be questionable - a de minimus submission threshold would help this

Enhancement potential

- All report or parts of the report could be shared with students (module handbook, BB site)
- Voice of students from different programmes is heard
- Demographic data could be used in reporting
- Customised reports could be produced for programme leaders, senior management, student support teams and so on.

Challenges

- Data quality
 - student data excellent
 - module data (staff) variable quality
 - non-standard modules – knowing when to evaluate them and distinguishing different classes
- Question personalisation – new concept for many academic staff (different level of staff engagement)

Challenges

- Blue is a very powerful system – semester 1 surveys done during training and we are still learning
- Some modifications are needed to fully suit our needed - Blue development team is working on this
- You need a committed group of people with expertise in both surveys, internal data structures and data analysis

Future steps

Yet to explore:

- Longitudinal comparison
- Better capture of information on timing of evaluation of individual modules
- Make maximum of the new Blue functionalities available (e.g. patterns and timing of responding)
- Good that we are future proof!

Questions?

