

**Which survey questions predict  
better academic performance?**

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# Survey Promotion



Posters, electronic displays and postcards and other materials were produced to raise awareness of the Survey campaign.

# Survey Campaign

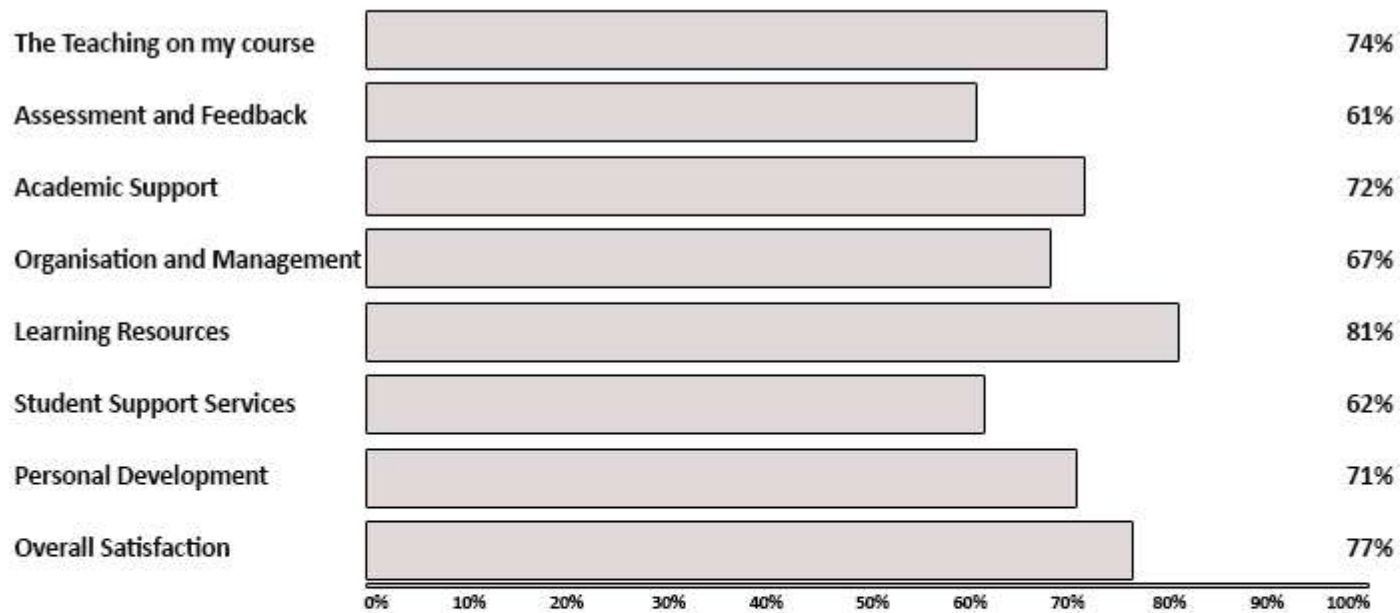


Survey agents were recruited from amongst students to encourage other students to complete the surveys.

## Response Rate

# 44%

# Level 5 Results



# Data & Research Q.

## Student participation in L5 survey:

- Of 4,051 L5 students, 1761 (44%) responded.
- 1736 respondents fully completed the survey.
- 1637 (94%) student data used in the analysis.
- 6% excluded due to incomplete records, withdrawals, transfers, academic misconduct or mitigating circumstances.

## Respondent demographics:

- 55% Students from BME backgrounds
- 65% Female students
- 41% Mature students
- 11% Students with disability
- 91% Home students

## Research question:

- Does course satisfaction predict student academic performance and to what extent this effect is dependent on student personal characteristics?



# Results: BME / White

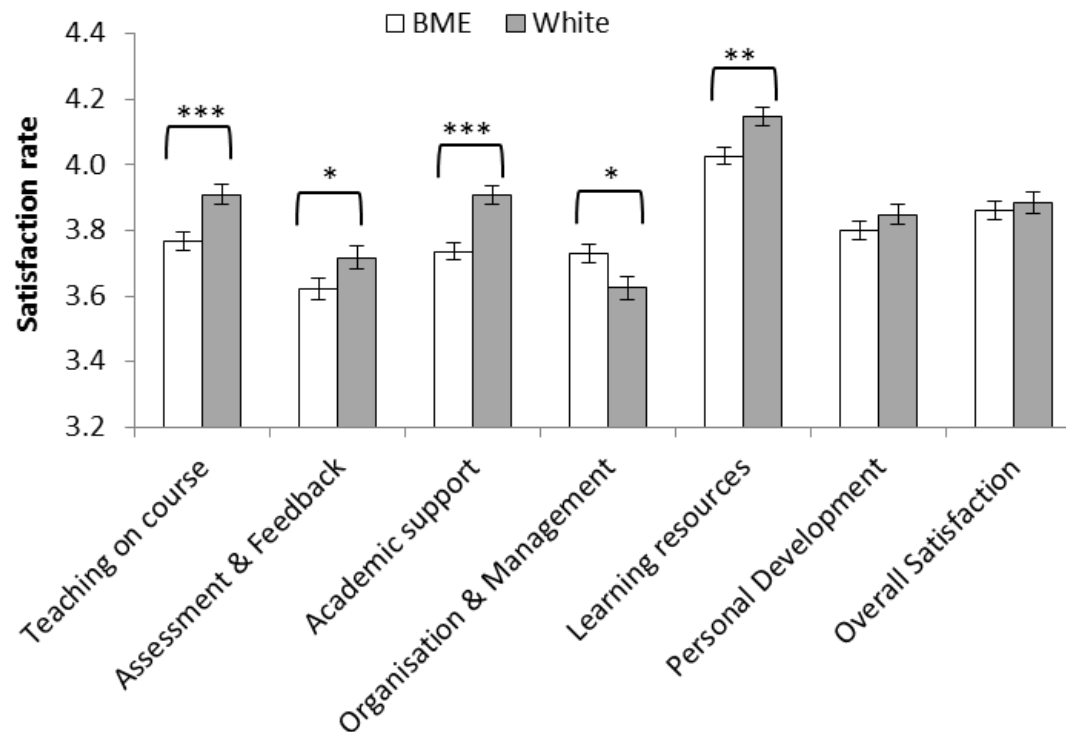


Figure 1. Average satisfaction rates (strongly disagree (1) – strongly agree (6)) of level 5 students by BME/White identity. Error bars represent  $\pm$  mean standard error. Note: \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$ .

# Results: Gender

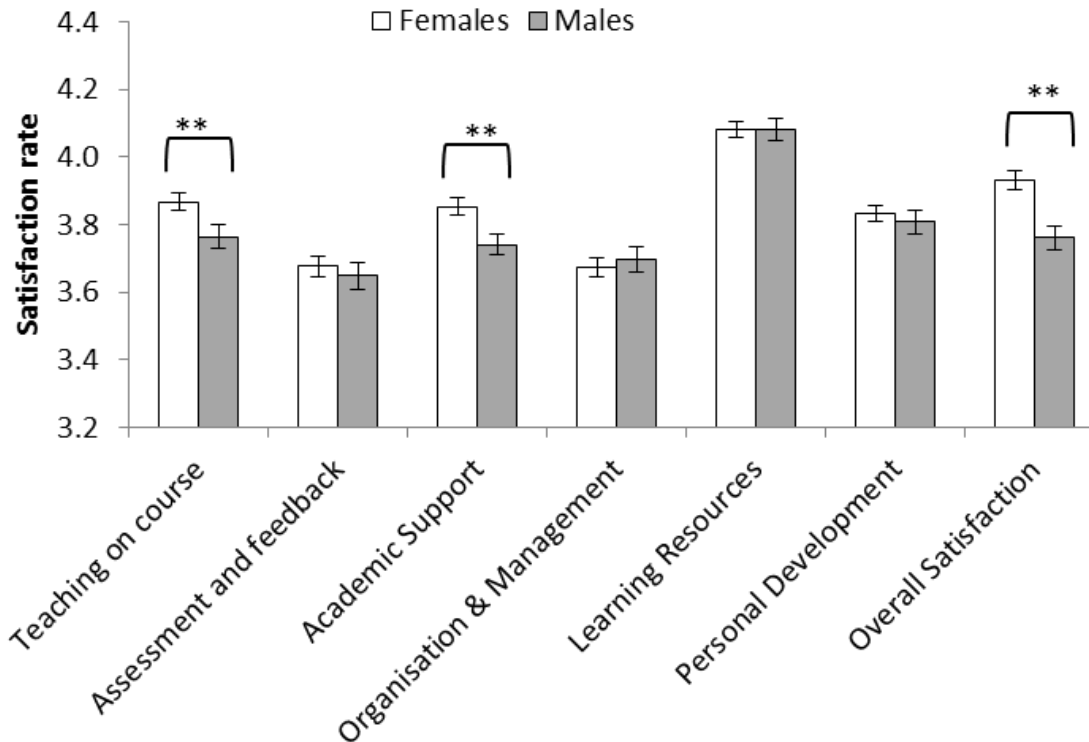


Figure 2. Average satisfaction rates (strongly disagree (1) – strongly agree (6)) of level 5 students by gender. Error bars represent  $\pm$  mean standard error. Note: \*\* $p < .01$ .



# Does satisfaction predict results?

Table 1

Summary of regression analyses of L5 survey themes on student module outcomes

Variable	$\beta$	SE	LLCI	ULCI
Teaching on course	<b>0.1**</b>	0.59	0.36	2.69
Assessment & Feedback	-0.07	0.38	-1.54	0.06
Academic Support	<b>0.08*</b>	0.5	0.02	1.98
Org & Man	-0.06	0.4	-1.54	0.04
Learning Res	-0.3	0.41	-1.24	0.37
Personal Dev	<b>0.08*</b>	0.44	0.12	1.84
Overall satisfaction	0.02	0.5	-0.69	1.25
Adj. $R^2$	0.03			

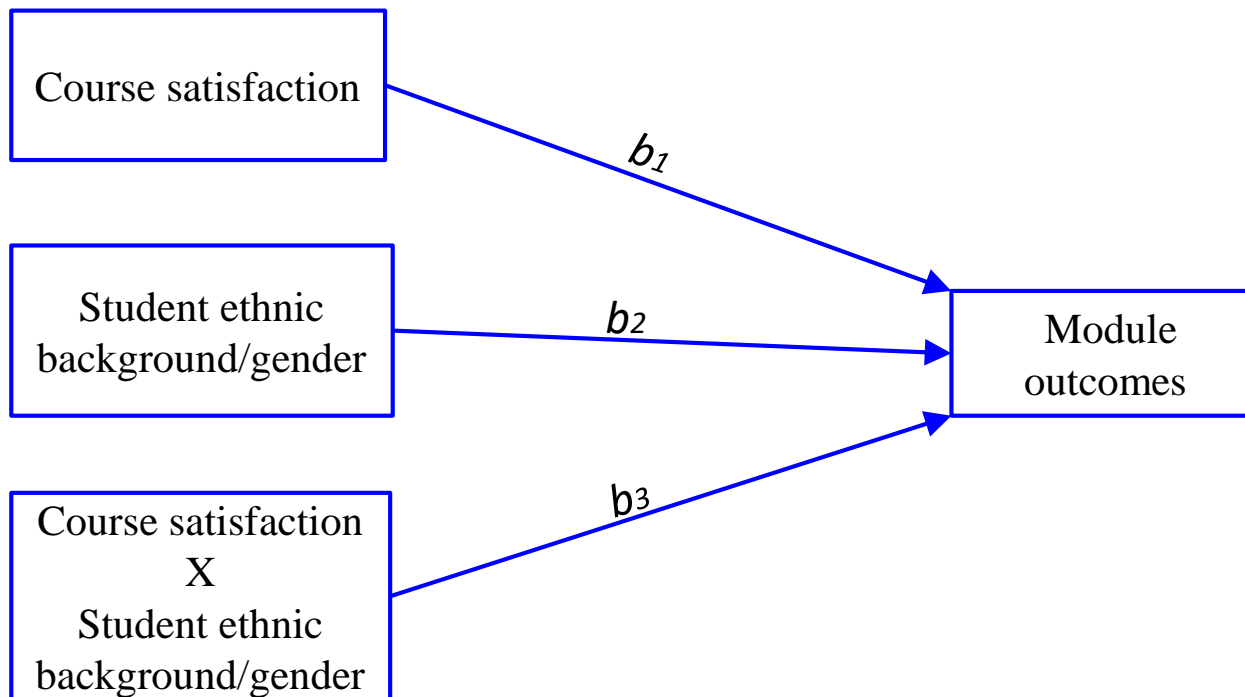
\* $p < .05$ ; \*\* $p < .01$



# Results

- Students from BME backgrounds were significantly less satisfied with **teaching on course** and **academic support** compared to students from white ethnic backgrounds.
- Male students were significantly less satisfied with **teaching on course** and **academic support** compared to females.
- Satisfaction with **teaching on course** and **academic support** predicted better academic performance.

# Impact of personal characteristics



# Impact of gender on Teaching and academic support

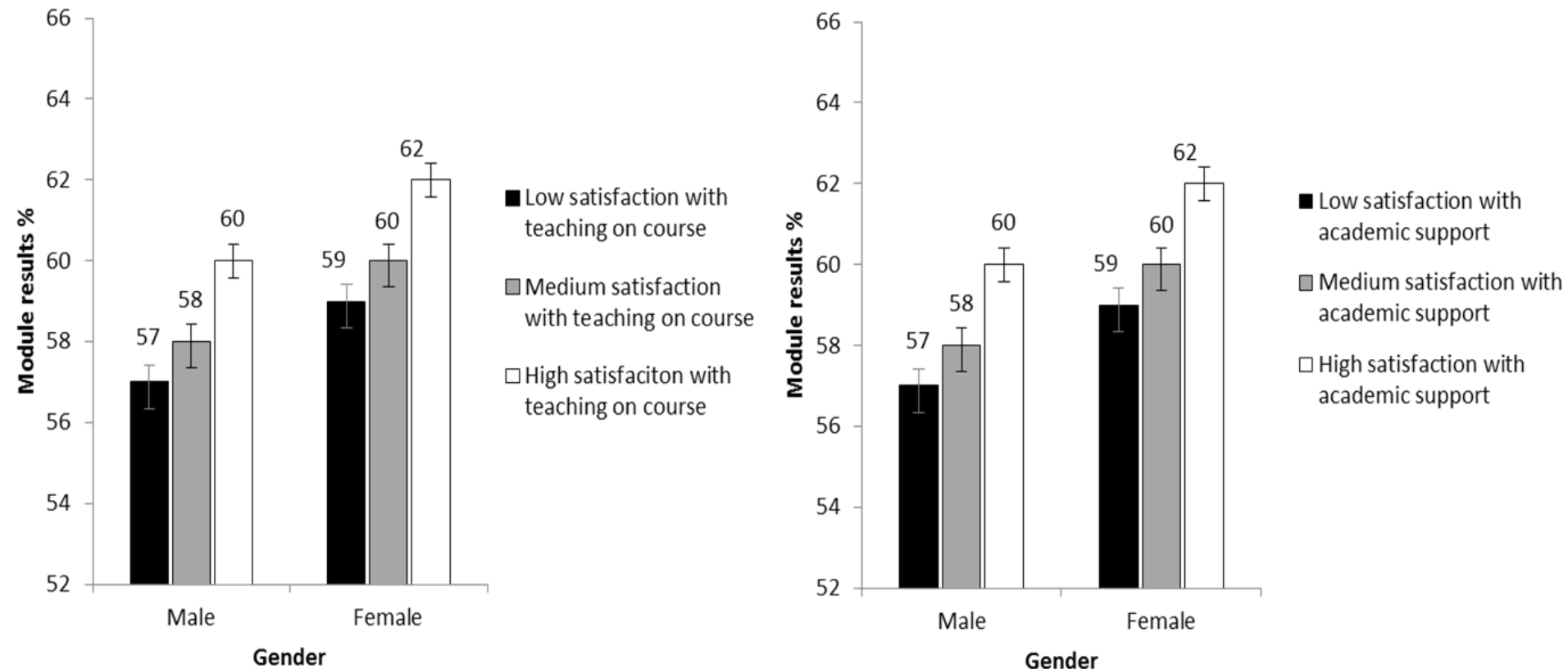


Figure 3. Average L5 module results for male and female students at low, medium and high satisfaction with teaching on course and academic support. Values of satisfaction with teaching on course and academic support are the mean and  $\pm$  1 SD. Error bars represent  $\pm$  mean standard error.

# Personal characteristics & Teaching

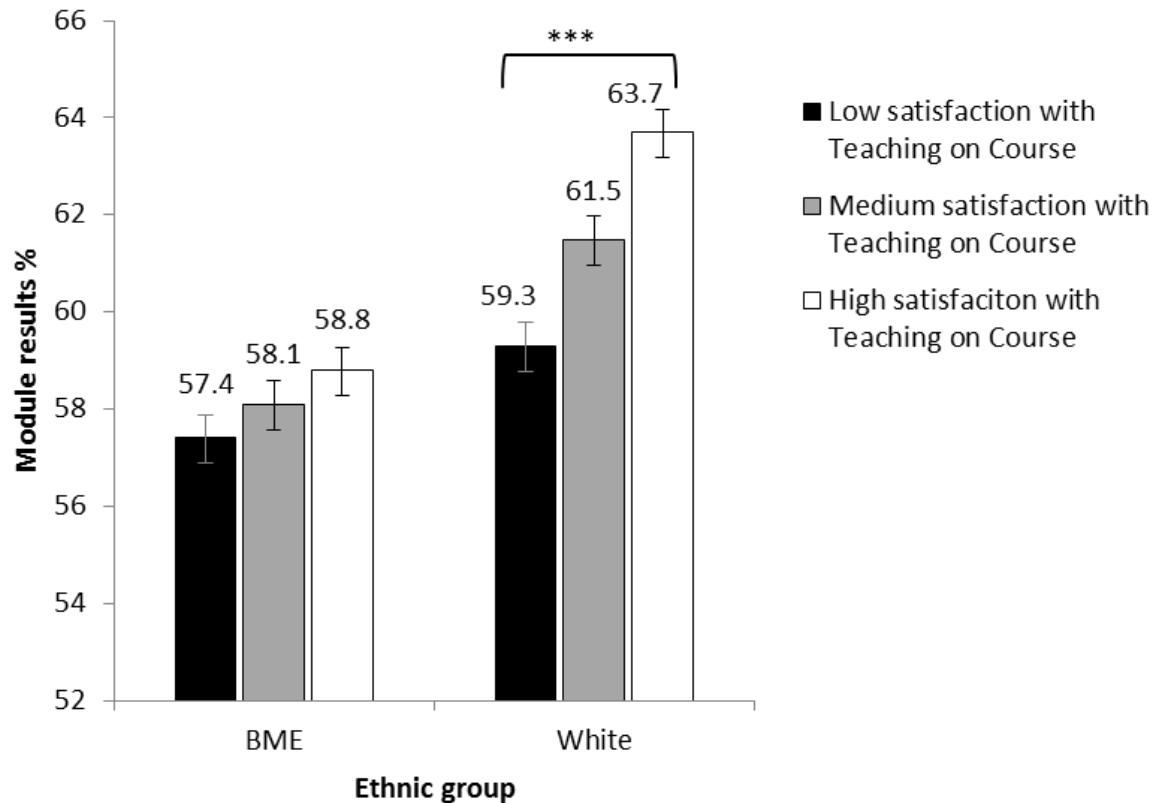


Figure 3. Average L5 module results for BME and White students at low, medium and high satisfaction with teaching on course. Values of satisfaction with teaching on course are the mean and  $\pm 1$  SD. Error bars represent  $\pm$  mean standard error. Note: \*\*\* $p < .001$ .

# Personal characteristics & Academic Support

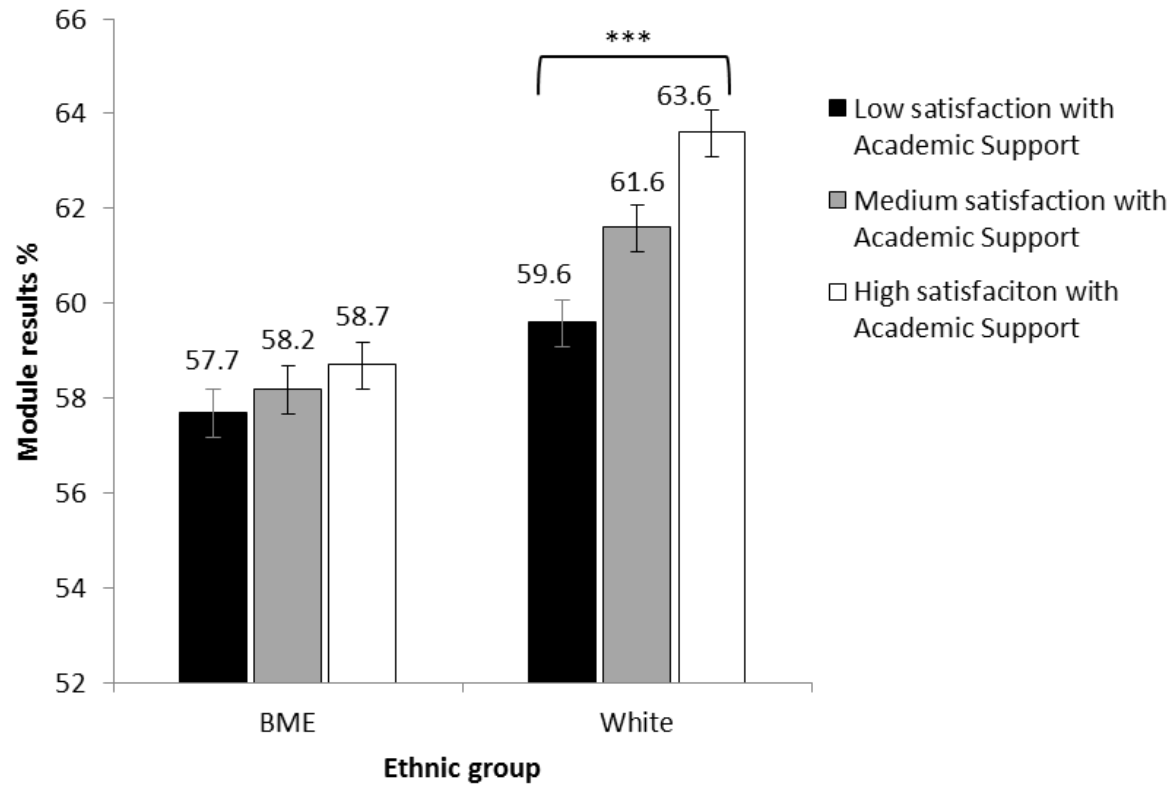


Figure 4. Average L5 module results for BME and White students at low, medium and high satisfaction with academic support. Values of satisfaction with academic support are the mean and  $\pm 1$  SD. Error bars represent  $\pm$  mean standard error. Note: \*\*\* $p < .001$ .



# Summary

- Higher satisfaction with teaching on course and academic support predicted significantly better module results.
- Male students were significantly less satisfied with teaching on course and academic support. Increasing male student satisfaction is expected to increase their module outcomes.
- Students from BME backgrounds were significantly less satisfied with teaching on course and academic support. Increasing BME student satisfaction did not result in better module results.





# Conclusions

- Focus Groups
- Trend analysis
- BME Attainment
- Implications in the NSS
- Teaching Excellence Framework

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