Upcoming Student Surveys Briefing, Jan 2013

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UoM Survey Strategy

- Key tools for hearing and responding to Student Voice

- Minimise frequency of students being asked to participate – whilst ensuring we gather a good sample of opinion

- Cycle of Institutional Level Student Experience Surveys, plus Unit Survey

Which Surveys?

- Academic Experience
  - NSS
    - Final Year UG
    - Compulsory
    - Public
  - PTES/PRES
    - PGT/PGR students respectively
    - An HEA product
    - Enables benchmarking but data confidential
    - NO LEAGUE TABLES
  - Student Barometer
    - Other UG
- Non-Academic Experience
  - Student Barometer
  - All Students

Survey Timetable

- Year A

November	Student Barometer
December	Unit Survey
February – April	NSS
May	Unit Survey

- Year B

December	Unit Survey
February – April	NSS and PTES
March – May	PRES
May	Unit Survey

Process Overview

- Variation in detail – all eligible students will receive a personal email with unique link, and will also be able to access via My Manchester
- NSS requires 50%/23 respondents
- PTES: aiming for 20%
- PRES: aiming for 26% (building on previous)
- Response rates will be monitored and reports circulated weekly to:
  Student-Survey-Information@listserv.manchester.ac.uk (New name for NSS Info)
- Supporting website: www.staffnet.manchester.ac.uk/supporting-students/student-experience
- General Enquiries: Kevin Hewitt – kevin.hewitt@manchester.ac.uk (DSE Project Office)

PRES 2013

- **PRES 2011** – 26% participation rate
- **Feedback from students, admin staff and academic staff**
  - Survey was too long
  - No routing in the survey
  - Not possible to analyse at school level
- **Consultation with Russell Group, VITAE**
  - Collectively lobbied HEA to revise questions
  - Cognitive testing (understand questions and provide accurate answers)
  - Improve quality of survey data
- **Key changes to the survey**
  - PRES questionnaire significantly shortened (8 key sections)
  - Improved routing, relevance of questions
  - Improved analysis of data
- **Promoting the survey**
  - Communications plan (briefings, bulletins, staffnet, updates, mailing lists, digital signage, posters)
  - Memo to HoFAs / HoSAs
  - Targeted emails to all PGR students
  - Encourage supervisors to promote the survey in supervisory meetings
  - eProg / My Manchester
  - Free Pizza!

UNIT SURVEYS

US Background

- 2005 - TLSO take over responsibility for administration of the UG and PGT US re students' views on t&l.

- US's Paper based - Completed US individually scanned.

- 2009 - General agreement that an online system would make the exercise more flexible and would be welcomed.

- IT developed an online US pilot to be trialled in Semester 2, 2009/10. 5 Schools took part.

- Post pilot - Paper based US system ceased & transferred to an online format for 2010/11 using LimeSurvey.

US Background continued

- 2010/11 – US completed via Limesurvey. Operationally system ran well, but student response rates dropped. May be due to online US not linked though BB. However, it is felt that online US struggle to have as high a response rate as paper US.

- 2011/12 - 2 pilots are run - paper based (EvaSys) and online (EvaluationKit) which is accessed via BB.

- 2012/13 – Schools are given a choice as to whether they wish to run US in a paper based or online format.

Paper based US logistics

- Unlike the old paper based questionnaires, an outside company called EvaSys provide support to the TLSO, who compile the surveys from the data sets Schools supply to them.

- TLSO e-mail the PDF file to the Schools to print, pack and distribute.

- TLSO have also produced guidance notes in relation to the paper based US.

- Schools return the completed forms to EvaSys who then inform TLSO when scanning is completed and the data is ready to be compiled into reports.

- These will be sent to the Schools to review, for quality assurance purposes and inclusion within annual monitoring. It is recommended that results are fed back to students.

University of Manchester
Manchester Business School (UG)

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. Unit Evaluation
BMAN30131 - Accountability and Auditing

		Strongly Agree				Strongly Disagree
1.1	The teaching I received was excellent	☐	☐	☐	☐	☐
1.2	The material I studied was intellectually stimulating	☐	☐	☐	☐	☐
1.3	The material available on-line significantly enhanced my learning	☐	☐	☐	☐	☐
1.4	The skills I developed will be valuable	☐	☐	☐	☐	☐
1.5	The feedback I received on my work was helpful	☐	☐	☐	☐	☐
1.6	The teaching staff and support staff were readily approachable	☐	☐	☐	☐	☐
1.7	The facilities I needed for my work were available	☐	☐	☐	☐	☐
1.8	The information I was given about my studies was reliable	☐	☐	☐	☐	☐

2. Manchester Business School (PG)
BMAN30131 - School Specific Questions

		Strongly Agree				Strongly Disagree
2.1	The lecturer set out clear objectives for the overall course	☐	☐	☐	☐	☐
2.2	The lecturer's teaching materials were well organised	☐	☐	☐	☐	☐
2.3	The lecturer effectively encouraged participation in class activities	☐	☐	☐	☐	☐
2.4	The lecturer demonstrated clear links between theory and application	☐	☐	☐	☐	☐
2.5	The lecturer explained clearly what criteria would be used in marking	☐	☐	☐	☐	☐
2.6	The feedback* I have received to date has helped me clarify things I did not understand	☐	☐	☐	☐	☐
2.7	The feedback* I have received to date will help me perform better in the future	☐	☐	☐	☐	☐
2.8	This course unit has met my expectations	☐	☐	☐	☐	☐

*NOTE: feedback can take a variety of forms, including advice or discussion in class, online exercises and quizzes, responses to questions via email or online discussion boards, written or verbal comments on coursework etc.

3. Lecturer Questions
BMAN30131 - Prof W S Turley

		Strongly Agree					Strongly Disagree	N/A
3.1	My Lecturer was excellent	☐	☐	☐	☐	☐		☐

3.2 What did you like the most about this lecturer's approach to teaching?

4. Lecturer Questions
BMAN30131 - Dr M Zaman

4.1 My Lecturer was excellent   Strongly Agree ☐ ☐ ☐ ☐ ☐ Strongly Disagree ☐ N/A

4.2 What did you like the most about this lecturer's approach to teaching?

5. Lecturer Questions
BMAN30131 - Dr J Atherton

5.1 My Lecturer was excellent   Strongly Agree ☐ ☐ ☐ ☐ ☐ Strongly Disagree ☐ N/A

5.2 What did you like the most about this lecturer's approach to teaching?

6. Lecturer Questions
BMAN30131 - Dr M Eeles

6.1 My Lecturer was excellent   Strongly Agree ☐ ☐ ☐ ☐ ☐ Strongly Disagree ☐ N/A

6.2 What did you like the most about this lecturer's approach to teaching?

7. Unit Evaluation
BMAN30131 - Open Questions

7.1 Please provide us with details of what you enjoyed about this course unit

7.2 Please provide us with details of what you think could be improved on this course unit

Online US Logistics

- Compiled using a bespoke system called EvaluationKit.

- TLSO worked closely with individuals in IT Services in setting up the surveys and supporting systems.

- TLSO ensured Schools updated all data regarding 'Primary Instructors (PI)' on Campus Solutions, as this forms basis of questionnaire production.

- The students receive e-mails once the surveys go live asking them to complete the surveys and follow the link within the e-mails. E-mails are sent to students half way through reminding them to complete surveys.

- Academic staff linked up from CS as PIs can monitor the % of students accessing the surveys in BB for the duration of the survey remaining open.

- Final reports sent out by TLSO once the US has closed. Also academic staff linked up from CS as PIs can access this data themselves within BB/EvaluationKit.

Sarah Black   My Places   Home   Help   Logout   This is: Blackboard 9 T&D

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TAND TLSO TEST MBS

Course: I3016-BMAN-30982-1101-2SE-023342 : BMAN30982 Managing Projects 2010-11 2nd Semester: Neil, Briggs
Instructor: Neil Briggs

* 1- The teaching I received was excellent

Agree	Mostly Agree	Neither Agree Nor Disagree	Mostly Disagree	Disagree
◯	◯	◯	◯	◯

* 2- The material I studied was intellectually stimulating

Agree	Mostly Agree	Neither Agree Nor Disagree	Mostly Disagree	Disagree
◯	◯	◯	◯	◯

* 3- The material available on-line significantly enhanced my learning

Agree	Mostly Agree	Neither Agree Nor Disagree	Mostly Disagree	Disagree
◯	◯	◯	◯	◯

* 4- The skills I developed will be valuable

Agree	Mostly Agree	Neither Agree Nor Disagree	Mostly Disagree	Disagree
◯	◯	◯	◯	◯

* 5- The feedback I received on my work was helpful

Agree	Mostly Agree	Neither Agree Nor Disagree	Mostly Disagree	Disagree
◯	◯	◯	◯	◯

* 6- The teaching staff and supports staff were readily approachable

Agree	Mostly Agree	Neither Agree Nor Disagree	Mostly Disagree	Disagree
◯	◯	◯	◯	◯

General US Logistics 2012/13

- Semester 1 response rates – Online – 20.64%, Paper – 41.75%

- Semester 2 survey dates – April 29th – May 10th

- What can you do to help increase response rates?

  - Display posters and flyers

  - Shout outs in lectures

  - Engage student reps

  - Mention in newsletter and existing channels

Survey Promotion and Student Communication

Alex Waddington

Central co-ordination

Student Communications and Marketing Team (DSE)

- Working with colleague in DSE, SU, Graduate Education Office, Internal Communications to ensure co-ordinated approach to running and promotion of all three surveys
- Defining core messages
- Organising 'mass promotion' of surveys – eg My Manchester, clusters, posters in central student locations, newsletter
- Oversee ordering, creation & production of support materials
- Aim to provide colleagues in Schools, Faculties, Centres with help, guidance and tools to support effective localised promotion

Key Messages for students

- Slight variance for each survey, <u>but some core ones</u>;

- Your chance to give feedback on all aspects of experience

- Part of the University's commitment to listening to our students and improving the student experience

- Anonymous – an opportunity to express honest opinions

- If you are eligible, you will be invited to take part

- Supported by, and in partnership with, the SU

- Your feedback can make a difference [backed up with examples].

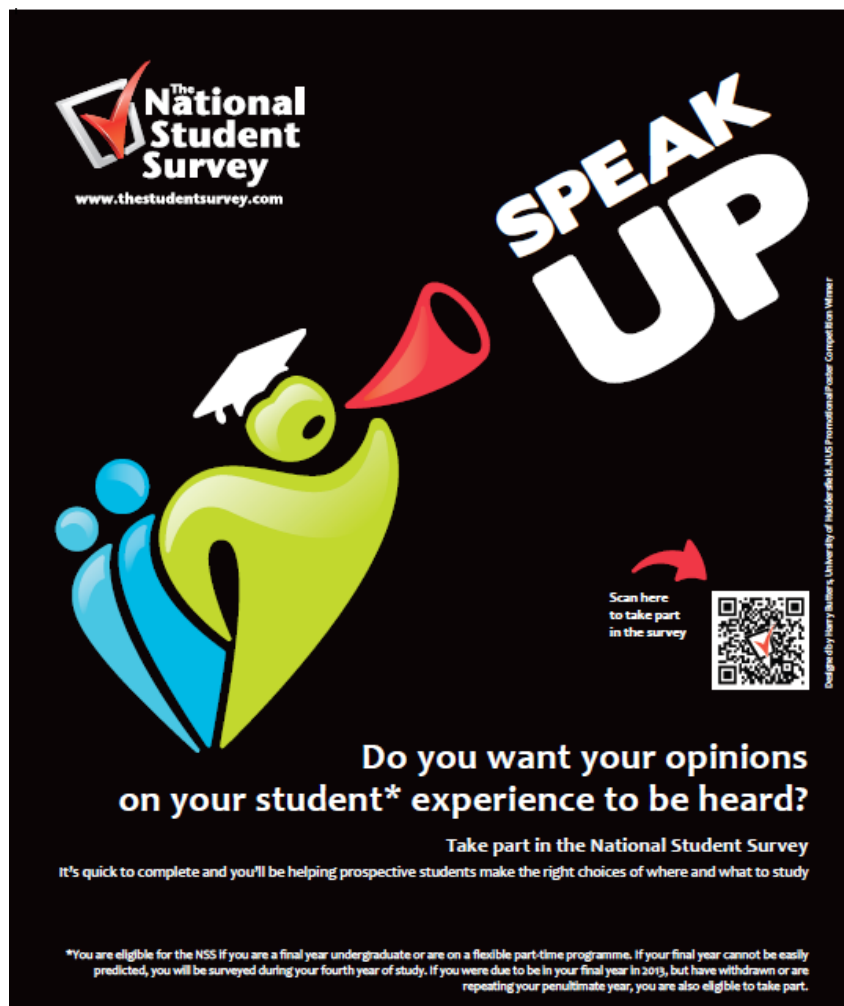**Use these as a guide – will help reinforce main campaign which will use these core messages.**

Key Messages for students

- Where core messages differ;

- Dates
- Who's it aimed at?
- Administration (NSS vs PTES/PRES)

Promotional Briefing Sheets contain specific key messages for each survey.

Should have copies – will also distribute electronically afterwards.

NSS Materials

NSS Materials

- A0 / A3 / A4 posters – limited quantities (as usual)

- A5 flyers

- Balloons

- Post-it notes

- Chance to collect these at the end of this session – rationed for now!

- Screensavers, logos, banners, digital screen images

- Slides, email template

- Downloadable from www.staffnet.manchester.ac.uk/supporting-students/student-experience

PTES / PRES Materials

- Not same recognisable 'brand' in same way as NSS
- No printed materials provided.
- Previous visual materials produced not inspiring.

- Producing own A3, A4 posters, A5 flyers – in consultation with PGT/PGR students
- Also Screensavers, banners, digital screen images

- In production, will be downloadable from www.staffnet.manchester.ac.uk/supporting-students/student-experience

- We will contact you once ready (early Feb) and we will produce sufficient numbers!

Local Promotion – how you can help

- Prime your students in advance, let them know the survey is coming – can increase engagement.

- Encourage you to use email, but try not to bombard

- Be aware that Ipsos MORI are also communicating with students

- Target messages as precisely as possible (eg send messages to a final year group Listserv rather than one for the whole School)

- Try to ensure emails come from a named person, preferably someone students will know and recognise

- Personalised, chattier style has been shown to help increase participation rates.

Local Promotion

- The support and encouragement of the student's school/programme team and individual lecturers/tutors/advisors has been shown to be influential in increasing response rates.

- Make colleagues in your School aware of the surveys and encourage them to promote them to students.

- Short guidance note developed for student support and academic staff about how they can help to promote these surveys – link to this in the briefing sheets we have produced.

Working with your reps

- Working closely with SU to ensure reps are made aware of surveys

- Enlisting the support of student reps is effective way to promote

- IDEA: Hold a meeting with your reps to tell them about your actions following 2012, and to involve them in planning and promotion for 2013

- IDEA: Asking reps to pass flyers onto peers rather than just putting them out on a desk or counter.

- Lecture shout-outs by reps also shown to be effective.

- In 2012, one school increased NSS response rate from 73% to 86% by working with reps, who used student-led Facebook groups and Twitter accounts to engage with students and promote the survey.

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Localising the campaign

- Demonstrating that things have previously changed as a result of student feedback (eg NSS) can help drive student participation

- Try to give examples wherever possible – large or small - which lend credibility to the message that the survey is part of a commitment to improving the student experience.

- Institutionally, one example is the Alan Gilbert Learning Commons – as a result of feedback on available study space. Another is extended opening times for the Main Library.

Localising the campaign

- It is crucial that local survey promotion is neutral

- Recommend if you're producing any additional promotional materials, they are checked by a senior member of staff – please get in touch, if you're in any doubt.

- More detailed guidance in the briefing sheets we have produced.

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Communicating how NSS results are interpreted

- Helping student understand how the data for the NSS will be used and interpreted;

- The results are usually presented in headlines which state the percentage of students who are satisfied – e.g. 70% of students are satisfied with their overall student experience at University X

- It would be reasonable to infer from this headline that 30% of students are dissatisfied with their overall student experience at University X, but the remaining 30% also includes those students who answered with a neutral '3'

- So, in effect, answers of 1, 2 <u>and</u> 3 equate to dissatisfied, and answers of 4 and 5 equate to satisfied.

Communicating how NSS results interpreted

- When explaining how results are interpreted, remember to <u>keep your information factual</u> and avoid attempting, or appearing to attempt, to influence or suggest the way that students should answer any question.

- If in doubt, contact Jenny Wragge (NSS/PTES) or Helen Baker (Graduate Education Office) for advice before proceeding.

Enquiries

- Supporting website: www.staffnet.manchester.ac.uk/supporting-students/student-experience

- General Enquiries: Kevin Hewitt – kevin.hewitt@manchester.ac.uk (ext. 65678)

- Communications and Publicity: Alex Waddington – alex.waddington@manchester.ac.uk (ext. 67998)

- NSS/PTES: Jenny Wragge - jenny.wragge@manchester.ac.uk (ext. 52088)

- PRES: Helen Baker – helen.c.baker@manchester.ac.uk (ext. 52173)

- Unit Surveys: Emma Hilton Wood - Emma.Hilton-2@manchester.ac.uk (ext. 52047)
Kim Torrington (nee Lane) - Kim.Lane@manchester.ac.uk (ext. 52052)

- UMSU/Working with Student Reps: Trish McGrath – trish.mcgrath@manchester.ac.uk