

ENSURING A GOOD RESPONSE RATE TO POSTGRADUATE EXPERIENCE SURVEYS

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INTRODUCTION

One of the key issues facing anyone who is responsible for developing and delivering postgraduate programmes is obtaining high quality feedback from students. One aspect of this is obtaining a sufficiently good response rate to experience surveys.

The response rate issue can be particularly problematic with postgraduate taught students. At Manchester University, response rates to the PTeS survey have averaged around the 30% mark, which is well below what might be considered a functional sample from a survey.¹

In this report, I describe a method that has been developed over last three years in the School of Social Sciences (SoSS) and which has the effect of pushing response rates up to more usable levels. The method is very simple to implement and relatively light on resources.

In describing the method I refer to *campaigns* partly because I want to communicate that this is essentially a marketing activity. A campaign here though simply means a series of email messages designed to convince the students to respond to the survey.

THE APPROACH

There are four basic principles that I have used in developing the approach:

1. Students are more likely to respond to an apparently personalised message.
2. Different students will respond to types of messages.
3. Messages should increase in frequency as the deadline approaches.
4. We should keep track of who has responded and stop reminding them if they say they have.

¹ There is no definitive answer to the how high a response is good enough. However, the balance of evidence and expert opinion suggests that rates above 70% are desirable but rates above 50% are adequate for many purposes. See for example Nulty (2008) for a discussion of this issue in particular regard of student surveys.

These principles are implemented through a five step procedure.

Step 1: Create the mail merge dataset. This actually turns out to be very simple as, on request, the university's student experience team sent a file which contained all the fields that I needed (in essence: forename and email address). To this I added an additional field *Responded* which was initially empty and was populated with "X's" as I received emails from students telling me that they have responded to the survey. The X's are used to filter the mail merge.

Step 2: Create a calendar for the mailout campaign. After trying different schedules in the various campaigns, I recommend starting slowly and then gradually building up intensity. So assuming a 6 week survey period, I might use a ten message campaign with a distribution something like: D-1, D+12, D+19, D+26, D+33, D+37, D+40, D+41, D+42 (twice), where D is the first day of the survey.

Step 3: Set up the messages. Before the campaign starts, I set up all the messages as word documents. This meant that even if I had a full diary on the day a given message was due to go out, it was but the work of a moment to send out the message.

For PTeS, it is possible to recycle the previous years but for PReS one needs to be more creative as year 3 students will have seen the previous campaign. Sometimes new ideas occur during the course of the campaign, but mostly it's about sending the designated message on the designated day.

In designing the set of messages, I recommend starting off with something that might be regarded as a standard plea to complete the survey and then as the survey period progresses they become more "left field". The set that I used in the 2015 PTeS campaign can be found in appendix 2. In many ways the specifics of the content are not that important, the point is that set as a sequence the messages constitute a *process of informality* which establishes a connection between yourself and the recipient. Humour is useful but not essential.

Each message ended with something variant on "if you have responded to the survey and do not want to receive any more of these reminders then email saying so."

Step 4: Send the messages. On specified date set up the mail merge and send!

Step 5: Deal with the responses. Students will respond to the messages. I have found that, broadly speaking, responses come in three categories: (1) the student says that they have completed the survey (and therefore should be removed from the mailing list); (2) the student says either they don't know how to access survey or they have tried to access the survey but it does not work in some way. In most cases I forward these messages onto the student experience team; (3) the student wants to engage in some banter; in which case I oblige. This is most likely in response to messages involving humour.

RESULTS: SO DOES IT WORK?

In 2013, we ran full campaigns in both the PReS and PTeS surveys. For PTeS we achieved a response rate of 66.4% (compared to the university average of 27.3%) and for PReS we received a response rate of 78.3% (compared to the university average of 55.3%).

These results seemed very positive, but of course we could not be sure that it was our intervention that caused the high rate, it could be that social science students were just more likely to respond to surveys; indeed given that many such students use survey data themselves, this seemed a plausible hypothesis. Fortunately, the student barometer was run in the autumn of 2013 with one of the surveyed groups being PgR students. I made a deliberately decision not to run a campaign for that survey in order to provide some idea of the baseline for SoSS students.

Table 1: SoSS and All UOM response rates to the 2013 Postgraduate Student Surveys				
Survey	SoSS	UOM	SoSS uplift	Campaign conducted?
PrES 2013	78.28%	55.26%	23.02%	YES
PtES 2013	66.40%	27.30%	39.10%	YES
Barometer 2013	32.69%	35.62%	-2.93%	NO

As Table 1 indicates, the results appeared pretty conclusive. Without the intervention SoSS PgR students actually seemed slightly less likely to respond than the university average. Full response rate tables for these three 2013 surveys can be found in appendices B1 to B3.

In 2014, PReS was rested but PTeS was run again. The University as a whole was down markedly on the previous year (to 21%) and so was SoSS (to 59.2%) although proportionately our drop was about half the university average. The drop was attributed the survey being moved to later in the academic year. The full response rate table for this survey can be found in Appendix B4.

In 2015, both PReS and PTeS were run again. I made a decision prior to the survey period to run an experiment by doing nothing for the first part of the survey period. Again, the point of this was to provide a baseline level against which to assess the impact of the campaign. Although the experiment with the barometer was helpful in this respect there was still some doubt in my mind; an alternative explanation for 2013 result was simply survey fatigue.

This “no campaign” period did have the consequence that the final response rate was a little lower than we would have achieved with an end-to-end campaign (particularly in the PReS) but I felt it was important that we had firm evidence that the approach worked for the purposes of this report. I did consider running the whole thing as a randomised control trial, but I decided that the possibility of cross-contamination between groups was difficult to control for and therefore risked yielding an inconclusive outcome. This is a possibility that could be looked again in future.

Figure 1: The 2015 PtES campaign. Response rate by week for SoSS and the whole university

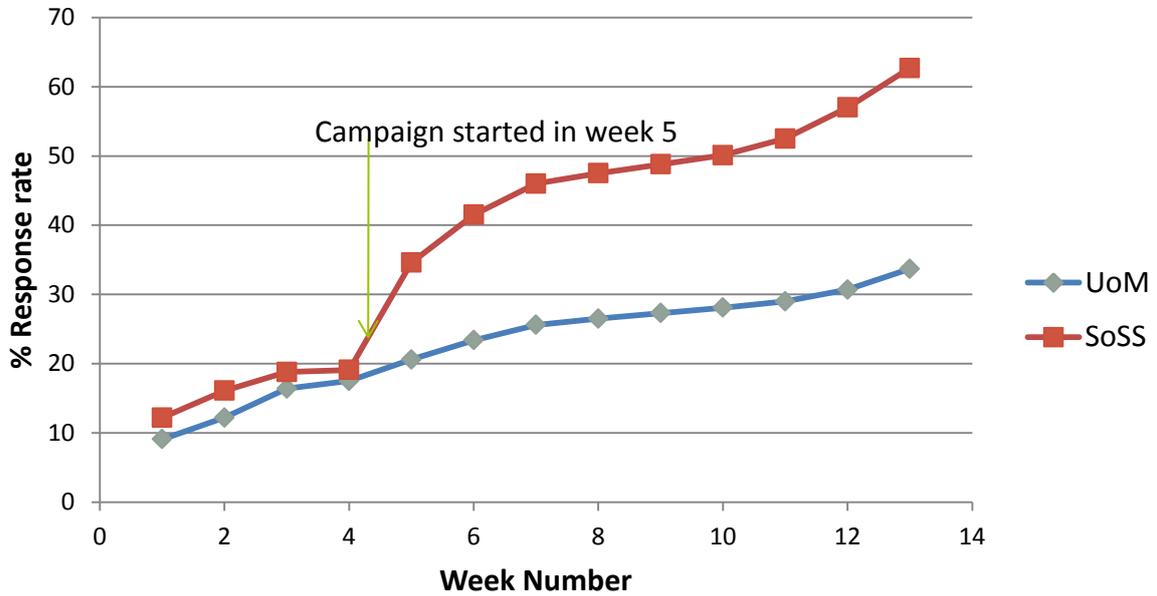
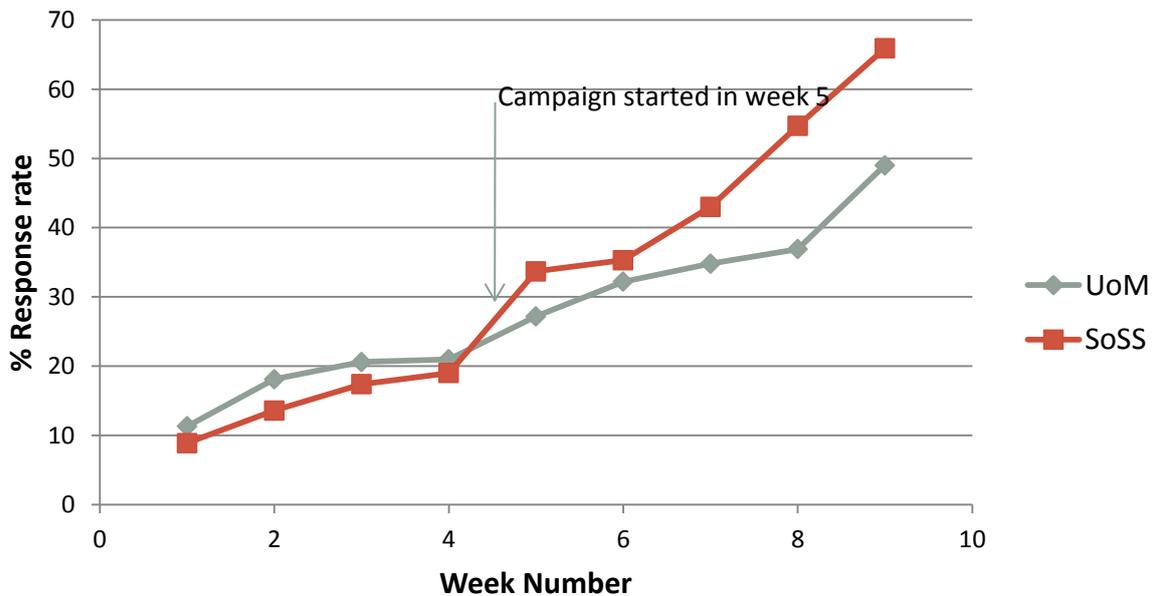


Figure 2: The 2015 PrES campaign. Response rate by week for SoSS and the whole university



The impact of the campaign can be seen quite clearly in figures 1 and 2. Until the campaign started in week 5 the response rate for SoSS closely tracked the all-University response rate on both surveys. Then, as soon as the campaign started, there was an immediate uplift in the SoSS response rate and that continued to build over the course of the campaign. For PtES, the final uplift appears to be about 27 percentage points and for PReS about 20 percentage points.

CONCLUDING REMARKS

Overall the effect of the campaigns on the response rate is marked. Over the Five surveys reported on here, I estimate that SoSS achieved uplifts in response rates of between 20 and 30 percentage points over what we would have achieved without the campaigns. Critically, in every case, this level of uplift takes the response rates from “too poor to be useful” to “acceptable for use”.

One caveat that I would place on the results is that although I have found that left their own devices SoSS students are no more inclined to respond to surveys than the I could not test the hypothesis that they might be more *persuadable*. It could be that students in other schools would not be as responsive to this type of approach. The only way to test this would be to run it in other schools!

One thing I would say is that the messages that I have used in my campaigns are particular to me and to the SoSS context. I would not expect that another Pg director in another school would use these exact messages (although you are welcome to use them). The point is though that the messages that you send should express the personality of the sender; what the students react positively too is personal contact and that means putting something of yourself into them.

A question that may well have occurred to the reader is how much time/effort was involved in delivering this? The answer is that this is relatively resource light. The first campaign I ran took about a day and half of my time over the course of the survey, by the time we got to the fifth one it was probably less than a day. Much of the work by then is in dealing with the responses from students - all the preparation work is already done.

REFERENCES

Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: what can be done?. *Assessment & Evaluation in Higher Education*, 33(3), 301-314.

APPENDIX A: THE MESSAGES USED IN THE 2015 PTES CAMPAIGN

MESSAGE 1 PTES: PAY IT FORWARD

Dear «Forename»,

You will have received emails asking you to complete a survey with the not very catchy title of the *Postgraduate Taught Experience Survey* or PTES for short.

I realise that taking time out from your studies to complete these surveys is not a top priority. However, I would be extremely grateful if you would so as would future cohorts of students. In short, your experience has been directly improved as a result of student feedback in the past so please **pay it forward**...

Over the last two years 63% of SoSS students responded – and you are reaping the benefits. This year we are currently running at 20% - as social scientists we all know that this is not enough for us to draw any reliable conclusions. So next year's students will need more of you to respond if they are going to similarly benefit. So, if you have not yet responded to the survey please do so ASAP.

Finally, note that I will be sending out repeated reminders as we move into the final weeks of the survey. If, once you have responded to the survey, you send me an email saying so then I will immediately take you off my list and you will get no further reminders from me!

Mark

SoSS Postgraduate Director.

MESSAGE 2 PTES: IT REALLY DOES MAKE A DIFFERENCE

Hi «Forename»,

As of last week our PTeS response rate had jumped to 34%. This is good but we still need more of you to respond if we are going to make use of the results. Below are some of the things that we have done in response to the surveys in the last two years. So help future students as others have helped you. **As before, when you have responded to the survey, if you send me an email to say so, I'll stop sending you these reminders....**

School level

- Students said they wanted more help with employability this year we have put on employability events in the Autumn.
- students said they wanted a better information session about being a PhD student – we now put this on in the Autumn (and many of you attended!).

Economics

- Now hold staff/student liaison meetings in early October so problems can be identified and sorted out more quickly.
- More optional modules available for MA(Economics) students
Social Anthropology
- Longer opening hours in the Film Library
- More hands-on instruction in the use of still cameras
- Various changes to the handbook, such as greater clarity about dissertation supervision processes
- Introduced a special workshop on interview methods
- Addition of better images to our website
- Change of MAVA to a 13-month programme to resolve visa problems for students

Social Anthropology

- Longer opening hours in the Film Library
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Politics

We introduced pathway directors in addition to the MA director to have more and closer contact with the students. Similarly, with large numbers, we listened to the student's views and decided to not run any module over 25 in one set of seminars unless there are special reasons for doing so. We now give the seminars twice so that students do not sit in classes bigger than 25.

We have also introduced a careers session, to be held 18 March, featuring academic staff with expertise in governance and public policy and former students speaking about finding professional and academic jobs.

Philosophy

- introduced January workshops on work in progress and employability for all post-graduate students
- Incorporating non-assessed presentations into all MRes modules in order to provide early verbal feedback on material that will later form the basis of their assessed written work.

Social Stats

- Introduction of tutorial drop in sessions
- Setting up of student led group learning sessions
- Introduction of lunch time software taster sessions
- Introduction of student profile biographies for students and staff to get to know each other
- Setting up of online 'community' for the MSc/Dipl group of students with staff
- Held an initial 3-day training in statistical basics as preparation for the degree programme
- Social events

MESSAGE 3 PTES: SOSS IN THE LEAD!

Dear «Forename»,

I have had a fantastic response to my emails about the PtES and you can see from the Table below that SoSS is now doing well. However, we are still short of the average 63% response rate achieved in previous year's cohorts. As social scientists we know that we need good sample size in order to draw generalizable conclusions – so help us get there – complete the PtES survey now!

You should find a personalised link to the survey on My Manchester. If not then contact: studentexperience@manchester.ac.uk for an email link.

As ever, once you have done the survey drop me an email and I will stop sending you these pesky reminders 😊....

Mark

School	Respondents	Base Number	Response Rate
School of Social Sciences	154	335	46.0%
School of Chemistry	13	32	40.6%
MBS	461	1184	38.9%
Faculty of Life Sciences	27	74	36.5%
School of Mathematics	49	145	33.8%
School of Physics & Astronomy	42	136	30.9%
School of Chem Eng & Analytical Science	35	115	30.4%
School of Dentistry	23	80	28.8%
University of Manchester Average	1607	6272	25.6%
School of Psychological Sciences	44	174	25.3%
School of Materials	86	351	24.5%
School of Law	28	133	21.1%
School of Environment, Education and Development	338	1725	19.6%
Manchester Pharmacy School	13	84	15.5%
School of Computer Science	27	180	15.0%
School of Arts, Languages & Cultures	77	527	14.6%
School of Mechanical, Aerospace and Civil Engineering	69	504	13.7%
School of Nursing, Midwifery and Social Work	25	192	13.0%
School of Earth, Atmospheric & Environmental Science	12	104	11.5%
Manchester Medical School	62	603	10.3%
School of Electrical & Electronic Engineering	22	241	9.1%

MESSAGE 4 PTES: WILL THIS PERSUADE YOU?

OK back from the break and I have one thing to say about filling in the PTeS click on the link below to find out what:

<https://www.youtube.com/watch?v=yDVCWKx0hIM>

Mark

PS as ever if you have completed the survey and want to stop getting these pesky reminders just email me.

MESSAGE 5 PTES: BAD JOKE TIME!

Dear «Forename»,

In my effort to persuade you to complete the PtES I am going to have to resort to bad jokes.....

Q: How many social scientists does it take to change a light bulb?

Well there are many answers depending on your discipline (take your pick):

A1: None, if the light bulb really needed changing, market forces would have already caused it to happen.

A2: Three; one to make fun of economists for making unrealistic assumptions in their observations about the lightbulb, one to discuss the proper epistemological approach to unscrewing the lightbulb and one to deconstruct the silly positivists' belief that the light bulb exists in some objective reality. Leaving nobody to actually change the light bulb...

A3: At least five because one should not assume a massive and primal condition of electrification -- a binary structure with light on one side and dark on the other -- but rather a multi-form production of relations of electrification.

A4: One plus or minus three (due to the small sample size).

A5: None, the bulb contains the seeds of its own revolution.

A6: What exactly do you mean by "light bulb"? Let us explore the intensional relationship between the term "light bulb" and the thing up there which promotes an experience of light. Hmm, it appears to be a pseudo-problem...light bulbs give off light (hence the name). If the bulb was broken and wasn't giving off light, it wouldn't be a 'light bulb' now would it? Ergo the light bulb does not need changing.....

You should find a personalised link to the survey on My Manchester. If not then contact: studentexperience@manchester.ac.uk for an email link.

As ever, once you have done the survey drop me an email and I will stop sending you these pesky reminders 😊....

Mark

MESSAGE 6 PTES THE LAST SERIOUS EMAIL - DONT LET THE SIDE DOWN...

Hi «Forename»,

Well we have now crossed the half way mark with more than 50% of the students in the school having responded to the survey.

That is great but we are still short of what we need for a useable set of results. Please don't let down your fellow students who have responded – answer the survey now! Once you have answered then drop me an email and I'll stop sending you these reminders.

School	Respondents	Base Number	Response Rate
School of Social Sciences	176	335	52.5%
School of Chemistry	14	32	43.8%
School of Mathematics	60	145	41.4%
MBS excl. MBS Worldwide	485	1184	41.0%
School of Dentistry	30	80	37.5%
Faculty of Life Sciences	27	74	36.5%
School of Physics & Astronomy	46	136	33.8%
School of Chem Eng & Analytical Science	37	115	32.2%
School of Psychological Sciences	51	174	29.3%
University of Manchester	1821	6272	29.0%
School of Materials	96	351	27.4%
School of Law	33	133	24.8%
Manchester Pharmacy School	20	84	23.8%
Manchester Medical School	89	380	23.4%
School of Environment, Education and Development	360	1725	20.9%
School of Nursing, Midwifery and Social Work	40	192	20.8%
School of Arts, Languages & Cultures	98	527	18.6%
School of Electrical & Electronic Engineering	44	241	18.3%
School of Computer Science	32	180	17.8%
School of Mechanical, Aerospace and Civil Engineering	70	504	13.9%
School of Earth, Atmospheric & Environmental Science	13	104	12.5%

MESSAGE 7 ZEN AND THE ART OF SURVEY COMPLETION

Dear «Forename»,

My poetry will be coming out soon (I am getting desperate)...

Anyway;

Q : How many Zen masters does it take to complete a survey?

A: Two. One to complete it, and one not to complete it.

Hmmmm... Is that deep or just silly?

Now where is that poetry book....

You should find a personalised link to the survey on My Manchester. If not then contact: studentexperience@manchester.ac.uk for an email link.

Once you have done the survey drop me an email and I will stop sending you these ~~reminders~~ bad jokes 😊....

Mark

MESSAGE 8 POETRY TERROR ENGULFS STUDENTS (PTES)

Dear «Forename»,

There was a young Manchester student
Who had made choices most prudent
She played the right card
And worked quite hard
And did the survey in only a moment

An important transferable skill: never give a statistician an opportunity to recite his or her poetry....

You should find a personalised link to the survey on My Manchester. If not then contact: studentexperience@manchester.ac.uk for an email link.

Once you have done the survey drop me an email and I will stop sending you these ~~reminders~~ bad poems ☺....

Best,

Mark

MESSAGE 9 PTES: SOSS ARE CHELSEA... :)

Dear «Forename»,

SoSS is cantering away with the response rate title!

Only two days to go – and a clear majority of SoSS students have responded.

However, the rate is still not quite good enough for us to get an accurate picture. Please help us get to our 70% target; let's show the rest of the university how it's done 😊

School	Respondents	Response Rate
School of Social Sciences	191	57.0%
School of Chemistry	14	43.8%
School of Mathematics	61	42.1%
MBS excl. MBS Worldwide	488	41.2%
School of Dentistry	31	38.8%
Faculty of Life Sciences	28	37.8%
School of Physics & Astronomy	51	37.5%
School of Law	46	34.6%
School of Chem Eng & Analytical Science	37	32.2%
University of Manchester	1923	30.7%
School of Psychological Sciences	52	29.9%
School of Materials	97	27.6%
Manchester Medical School	99	26.1%
School of Nursing, Midwifery and Social Work	49	25.5%
Manchester Pharmacy School	20	23.8%
School of Environment, Education and Development	381	22.1%
School of Electrical & Electronic Engineering	51	21.2%
School of Arts, Languages & Cultures	110	20.9%
School of Computer Science	32	17.8%
School of Mechanical, Aerospace and Civil Engineering	72	14.3%
School of Earth, Atmospheric & Environmental Science	13	12.5%

More Poetry will follow....

Mark

You should find a personalised link to the survey on My Manchester. If not then contact: studentexperience@manchester.ac.uk for an email link.

As ever, once you have done the survey drop me an email and I will stop sending you these reminders.

MESSAGE 10 RECURSIVE PERSUASION

Heisenberg, Gödel, and Chomsky walk into a bar. Heisenberg turns to the other two and says, "Clearly this is an email trying to persuade people to complete a survey, but how can we figure out if it's persuasive or not?" Gödel replies, "We can't know that because we're inside the email." Chomsky says, "Of course it's persuasive. You're just saying it wrong."

MESSAGE 11 PTES: PLEASE DONT MAKE ME BEG!

Dear «Forename» ,

I am completely out of jokes and YouTube clips.

And now there are only seven hours to go.

Then the survey will be switched off.

Your opportunity will be gone.

Don't make me beg.

It's not pretty!

At all.

M

POST SURVEY THANK YOU MESSAGE

Thank you to those of you who completed the survey; overall we had a very creditable 62.7% response rate and were miles ahead of anyone else!

Best,

Mark

School	Respondents	Base Number	Response Rate
School of Social Sciences	210	335	62.7%
School of Mathematics	70	145	48.3%
School of Chemistry	14	32	43.8%
School of Law	57	133	42.9%
MBS excl. MBS Worldwide	502	1184	42.4%
School of Dentistry	33	80	41.3%
Faculty of Life Sciences	30	74	40.5%
School of Physics & Astronomy	52	136	38.2%
School of Chem Eng & Analytical Science	39	115	33.9%
University of Manchester	2113	6272	33.7%
School of Psychological Sciences	57	174	32.8%
School of Materials	107	351	30.5%
Manchester Medical School	111	380	29.2%
School of Nursing, Midwifery and Social Work	55	192	28.6%
School of Arts, Languages & Cultures	142	527	26.9%
School of Electrical & Electronic Engineering	61	241	25.3%
Manchester Pharmacy School	20	84	23.8%
School of Environment, Education and Development	409	1725	23.7%
School of Computer Science	35	180	19.4%
School of Mechanical, Aerospace and Civil Engineering	94	504	18.7%
School of Earth, Atmospheric & Environmental Science	15	104	14.4%

APPENDIX B1: RESPONSE RATES BY SCHOOL TO THE 2013 PTES

School	Response Rate
Chemistry	66.67%
SoSS	66.40%
Maths	59.52%
Psychological Sciences	47.69%
CEAS	43.33%
Dentistry	41.96%
FLS	38.30%
Computer Science	37.97%
SED	36.52%
EAES	35.56%
Materials	33.77%
ALC	32.94%
Law	27.32%
NMSW	26.69%
EEE	23.95%
MACE	22.84%
Education	21.60%
Manchester Medical School	20.00%
MBS	18.96%
Pharmacy & Pharm Sci	18.60%
Physics & Astronomy	5.26%

APPENDIX B2: RESPONSE RATES BY SCHOOL TO THE 2013 PRES.

School	Base	Respondents	Response Rate
Pharmacy & Pharm Science	53	43	81.13%
SoSS	244	191	78.28%
Dentistry	34	26	76.47%
Maths	133	94	70.68%
Institute of Cancer Sciences	61	38	62.30%
Inst of Inflammation & Repair	111	66	59.46%
NMSW	60	35	58.33%
SED	174	100	57.47%
Institute of Population Health	94	54	57.45%
EAES	91	51	56.04%
Computer Science	160	89	55.63%
Inst of Brain Behaviour Ment H	36	20	55.56%
Materials	290	161	55.52%
EEE	211	116	54.98%
MBS	415	228	54.94%
FLS	419	230	54.89%
Psychological Sciences	161	88	54.66%
Law	108	59	54.63%
ALC	464	253	54.53%
Education	245	133	54.29%
MACE	243	118	48.56%
Institute of Cardiovascular Sc	65	31	47.69%
Institute of Human Development	78	37	47.44%
CEAS	143	65	45.45%
Chemistry	280	117	41.79%
Physics & Astronomy	178	72	40.45%

APPENDIX B3: RESPONSE RATES BY SCHOOL TO THE 2013 STUDENT BAROMETER (PGR)

School	Base	Responses	Response rate
School of Mathematics	104	69	66.35%
School of Dentistry	31	20	64.52%
Manchester Pharmacy School	65	36	55.38%
School of Chem and Analy Sci	107	54	50.47%
Institute of Population Health	77	38	49.35%
Inst of Brain Behaviour Ment H	32	15	46.88%
School of Nurs Midwf & SocWk	32	15	46.88%
School of Psychological Sci	144	61	42.36%
School of Ert Atmos and Env Sc	93	38	40.86%
School of Mech Aero & Civ Eng	182	72	39.56%
Faculty of Life Sciences	393	149	37.91%
School of Phys and Astron	162	59	36.42%
School of Computer Science	147	53	36.05%
School of Law	65	22	33.85%
Manchester Business School	184	62	33.70%
School of Arts Langs & Culture	324	107	33.02%
School of Env, Educ and Devpt	328	108	32.93%
School of Social Sciences	208	68	32.69%
Institute of Cancer Sciences	31	10	32.26%
Institute of Cardiovascular Sc	42	13	30.95%
School of Materials	283	82	28.98%
Institute of Human Development	57	16	28.07%
Paterson Institute	25	7	28.00%
School of Eltrcl and Elec Eng	190	52	27.37%
School of Chemistry	294	71	24.15%
Inst of Inflammation & Repair	114	26	22.81%

APPENDIX B4: RESPONSE RATES BY SCHOOL TO THE 2014 PTES.

School	Respondents	Base Number*	Response Rate
School of Social Sciences	203	343	59.2%
School of Physics & Astronomy	54	103	52.4%
Faculty of Life Sciences	33	68	48.5%
School of Chemistry	18	38	47.4%
School of Mathematics	52	112	46.4%
School of Psychological Sciences	48	136	35.3%
School of Law	72	206	35.0%
School of Arts, Languages & Cultures	172	510	33.7%
School of Earth, Atmospheric & Environmental Science	23	69	33.3%
School of Computer Science	51	157	32.5%
School of Chem Eng & Analytical Science	42	131	32.1%
School of Nursing, Midwifery and Social Work	61	210	29.0%
MBS excl. MBS Worldwide	436	1534	28.4%
School of Electrical & Electronic Engineering	75	265	28.3%
University of Manchester	875	4170	21.0%
School of Mechanical, Aerospace and Civil Engineering	212	860	24.7%
School of Materials	68	306	22.2%
School of Environment, Education and Development	381	1728	22.0%
Manchester Medical School	162	901	18.0%
School of Dentistry	38	228	16.7%
Manchester Pharmacy School	12	103	11.7%
Manchester Enterprise Centre	2	44	4.5%

APPENDIX B5: RESPONSE RATES BY SCHOOL TO THE 2014 PRES.

School	Respondents	Base Number	Response Rate
Institute of Brain Behaviour Mental Health	29	41	70.7%
School of Physics & Astronomy	142	203	70.0%
School of Mathematics	74	111	66.7%
CRUK Manchester Institute	18	27	66.7%
School of Social Sciences	170	258	65.9%
School of Psychological Sciences	96	153	62.7%
School of Earth, Atmospheric & Environmental Science	66	106	62.3%
School of Dentistry	18	31	58.1%
Manchester Business School	196	338	58.0%
Institute of Population Health	48	87	55.2%
Manchester Pharmacy School	43	80	53.8%
School of Nursing, Midwifery and Social Work	33	64	51.6%
Institute of Human Development	39	76	51.3%
University of Manchester	2236	4563	49.0%
Institute of Cancer Sciences	19	39	48.7%
School of Arts, Languages and Cultures	174	363	47.9%
School of Law	41	86	47.7%
School of Mechanical, Aerospace and Civil Engineering	118	253	46.6%
School of Electrical and Electronic Engineering	113	252	44.8%
Institute of Cardiovascular Science	24	54	44.4%
Institute of Inflammation and Repair	68	154	44.2%
School of Materials	137	315	43.5%
School of Environment, Education and Development	153	366	41.8%
School of Chemical and Analytical Science	58	140	41.4%
EPS Faculty*	15	37	40.5%
School of Computer Science	72	182	39.6%
Faculty of Life Sciences	178	462	38.5%
School of Chemistry	94	285	33.0%

APPENDIX B6: RESPONSE RATES BY SCHOOL TO THE 2015 PTES.

School	Respondents	Base Number	Response Rate
School of Social Sciences	210	335	62.7%
School of Mathematics	70	145	48.3%
School of Chemistry	14	32	43.8%
School of Law	57	133	42.9%
MBS excl. MBS Worldwide	502	1184	42.4%
School of Dentistry	33	80	41.3%
Faculty of Life Sciences	30	74	40.5%
School of Physics & Astronomy	52	136	38.2%
School of Chem Eng & Analytical Science	39	115	33.9%
University of Manchester	2113	6272	33.7%
School of Psychological Sciences	57	174	32.8%
School of Materials	107	351	30.5%
Manchester Medical School	111	380	29.2%
School of Nursing, Midwifery and Social Work	55	192	28.6%
School of Arts, Languages & Cultures	142	527	26.9%
School of Electrical & Electronic Engineering	61	241	25.3%
Manchester Pharmacy School	20	84	23.8%
School of Environment, Education and Development	409	1725	23.7%
School of Computer Science	35	180	19.4%
School of Mechanical, Aerospace and Civil Engineering	94	504	18.7%
School of Earth, Atmospheric & Environmental Science	15	104	14.4%