



Senate

<b>Paper Title</b>	<b>Draft of Student Experience, Teaching, Learning and Assessment (SETLA) survey questions.</b>
<b>Outcome requested</b>	<p>Senate is asked to <b>consider</b> the draft and provide feedback to shape the structure and style of the survey, also to comment on the proposed changes to the module evaluation questions. The final draft will be considered at the December 2013 meeting of Senate.</p> <p>Senate is asked to comment on the establishment of a nine-month task and finish group to look at all surveys used at QM, with a view to identifying the most effective ways to gather, use and share survey information from students and staff.</p>
<b>Points for Senate members to note and further information</b>	<p>Senate approved the proposal to introduce a new survey of students that looked at their experience on their academic programmes and also their experience of non-academic activities, services and facilities at QM. This is to support the new Student Experience, Teaching, Learning and Assessment strategy (SETLA).</p> <p>It is appreciated that the formats required for the answers is currently inconsistent. This will be addressed at the next stage prior to a full formal consultation in November. There will also be discussions on technical aspects related to the use of the Evasys system and the proposed Business Intelligence software in November. Please send comments to <a href="mailto:s.dilly@qmul.ac.uk">s.dilly@qmul.ac.uk</a>.</p>
<b>Questions for Senate to consider</b>	n/a
<b>Regulatory/statutory reference points</b>	n/a
<b>Strategy and risk</b>	n/a
<b>Reporting/consideration route for the paper</b>	Senate to consider.
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## Draft of SETLA survey questions for informal feedback

### Cover sheet

Senate approved the proposal to introduce a new survey of students that looked at their experience on their academic programmes and also their experience of non-academic activities, services and facilities at QM. This is to support the new Student Experience, Teaching, Learning and Assessment strategy (SETLA).

The first draft of this survey comes to Senate on October 3<sup>rd</sup> with the final version to Senate in December with the aim of piloting it in the second semester.

It is appreciated that this is quite a radical change and **Senate is asked to provide feedback to shape the structure and style and to comment on the proposed changes to the module evaluation questions.**

It is appreciated that the formats required for the answers is currently inconsistent. This will be addressed at the next stage prior to a full formal consultation in November. There will also be discussions on technical aspects related to the use of the Evasys system and the proposed Business Intelligence software in November. Please send comments to [s.dilly@qmul.ac.uk](mailto:s.dilly@qmul.ac.uk).

In addition, **Senate is asked to comment on setting up a nine month T&FG to consider the most effective ways to gather, use and share survey information from students and staff.**

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### I) Introduction

The challenge for designing this survey is to make it as useful as possible to all the parties involved and to avoid unnecessary duplication with other surveys.

The starting point has been to look at the topics covered in the major cross-College surveys of students (NSS, International Student Barometer, PTES) and the pilot version of the possible national replacement for the NSS based on the NSSE. The purpose and value of these have been debated and also whether alternative approaches are preferable.

In the course of this discussion, it has been appreciated that the College has no coherent approach to surveying students, staff or others and that much of the information gathered is only available to the collecting group. It is hoped that Business Intelligence software will be procured in the next academic year and it was felt important that future surveys should be designed in ways that facilitate sharing of the information and analysis through the BI tool. For these reasons, **it is recommended that a Task and Finish Group is set up to consider the most effective ways to gather and use survey information from students and staff. This would also be an opportunity to consider the use of the more focussed 'customer satisfaction' surveys conducted by various areas of Professional Services and whether these should use common systems, such as Evasys.**

The SETLA survey group is aiming to gain approval through Senate in Semester 1 2013/14 for a pilot survey in semester 2 to test the design and questions.

### II) General structure of the SETLA survey

This should be in two sections:

- Student engagement
- Student satisfaction

The option of including a survey for staff was discussed and, in general, the idea of staff surveys was supported as part of a college-wide approach for engaging with staff and gathering information to inform college policies. However, it was not felt that there should be a specific staff survey related to SETLA but the T&F group on surveys might consider this issue more broadly.

#### IV) Student Engagement section

Surveys of student engagement have been used quite widely in North America and elsewhere and are currently under consideration and trial as a possible alternative to the UK national student satisfaction survey. The version below is part of the Higher Education Academy project based on the University of Indiana's question set. It is designed around the 4 topics of Critical thinking, Course challenge, Academic integration and Collaborative learning (Appendix A- first part of HEA paper).

It is very different in style and substance to the NSS and has the potential to be used as part of a personal discussion between a student and their tutor. It might also influence a student's attitude and expectation by encouraging them to think more reflectively about their programme and how they engage with it, rather than simply whether they are 'satisfied'.

**At this point, it is recommended that all these questions are included because they are a national pilot scheme** and we would probably include any future national scheme questions in a survey of year 2 students (prior to them receiving them as final year students as part of the national survey).

**1. In your experience at your institution during the current academic year, about how often have you done each of the following?**

	Very often	Often	Some-times	Never
a. Asked questions or contributed to course discussions in other ways				
b. Come to taught sessions unprepared (e.g. not completed assignments, readings, reports, etc.)				
c. Worked with other students on course projects or assignments				
d. Explained course material to one or more students				
e. Discussed your academic performance and/or feedback with teaching staff				
f. Talked about your career plans with teaching staff or advisors				
g. Discussed ideas from your course with teaching staff outside taught sessions, including by email/online				
h. Discussed ideas from your course with others outside of taught sessions (students, family members, co-workers, etc.), including by email/online				
i. Worked harder than you thought you could to meet a tutor's/lecturer's standards or expectations				

**2. During the current academic year, how much has your coursework emphasized the following activities?**

	Very much	Quite a bit	Some	Very little
a. Analysing in depth an idea, experience or line of reasoning				

b. Forming a new idea or understanding from various pieces of information				
c. Evaluating a point of view, decision, or information source				
d. Applying facts, theories, or methods to practical problems or new situations				

	Very much	Quite a bit	Some	Very little
<b>3. During the current academic year, to what extent has your course challenged you to do your best work?</b>				

**QMSU** proposed some questions on student engagement which would be included in this 'engagement' section.

- How engaged are you in the Students' Union and its activities? Please indicate in the grid below for each of the activities (Mark 1 for not engaged at all and 5 for very engaged).

Representation	1	2	3	4	5
Campaigns	1	2	3	4	5
Sports	1	2	3	4	5
Societies	1	2	3	4	5
Volunteering (including in the community)	1	2	3	4	5
Media	1	2	3	4	5
Mums and Dads	1	2	3	4	5

Professional Services proposed:

- To what extent have you engaged with opportunities to develop your employability (inside and outside QM)? Please indicate in the grid below for each of the activities (Mark 1 for not engaged at all and 5 for very engaged).

Work experience- I have undertaken work and/or work experience that has developed my skills

Contact network- I have built relationships with people who can help me to get work or work experience in the future.

Job market knowledge- I have explored and have a reasonable understanding of a range of graduate job options

Self-representation- I have learned to write a persuasive job application, tailored to individual employer requirements

## IV) Student satisfaction section

### a) Changes to current module evaluation questions

The current *module* evaluation questions are based on the NSS and so focus on satisfaction.

The group considered the objectives and targets in the SETLA strategy (Appendix C) and how best to achieve the evidence to monitor these targets and what might already be available through the module evaluation questions in use across all programmes and analysed through existing school and faculty processes (eg Annual programme review). The QM module evaluation questions are attached as Appendix B.

The current common module questions were chosen predominantly to standardise the questions across the college to allow comparisons and a common system. They were based on the NSS questions around satisfaction, were deliberately very simple and have allowed the College-wide scheme to be implemented successfully.

It would now be useful to make these questions 'richer' and complementary to the 'whole programme' evaluation questions. Therefore, **the proposal is to alter the standard questions asked at school level for each module and surveyed each semester.**

#### *New module common questions*

1. The module is taught effectively, such that it assists and supports my learning (addresses 'appropriate teaching and learning methods target')
2. The assessments have encouraged and assisted me to learn. (addresses the suitable range of assessment methods target)
3. I have received helpful feedback during the module both in the classes and on my course work (addresses feedback more broadly than often interpreted)
4. Staff are available to provide sufficient advice and support with my studies on the module. (addresses 'availability of staff')
5. The scheduled contact time is the right amount. (adds the most useful questions from the student barometer)
6. The number of students in the classes (lectures, tutorials, etc) has worked well. (adds the most useful questions from the student barometer)
7. The module is well organised and runs smoothly
8. I had access to good learning resources for the module
9. Overall I am satisfied with the quality of the module

(The small print indicates the aspect of the SETLA that this maps to.)

The intention is to continue to make the module evaluation useful to the module and programme staff, but to also phrase it in a way that can be used to inform policies and resource allocation at College level- eg learning resources, class size, contact hours.

At programme and school level, it would be desirable to intelligently amalgamate the data for analysis whilst preserving the granularity; eg ensuring that an individual student's answers across the different module evaluations and the programme evaluation can be analysed together (the student's identity would remain anonymous). **This would require suitable software and should be considered as part of the BI (Business Intelligence) project.**

## b) Programme level questions for SETLA on student satisfaction

i) related to academic programme

What should be included will depend on how the module evaluation questions evolve and can be analysed. Also the phraseology and scoring style will need to be compatible with the rest of the survey. With those caveats, the following questions are proposed (with mapping to SETLA targets in small print).

- 1) The programme was intellectually stimulating (curriculum design and 'overall value of the programme content' target)
- 2) The modules I studied worked well together (curriculum design target)
- 3) Overall, the different ways in which teachers taught the subjects worked well (Appropriate teaching methods target)
- 4) Overall, the learning materials within the school, in the library and online assisted my learning (Appropriate learning methods and use of technology target).
- 5) The assessments were well designed to allow me to show what I have learned on the programme (suitable range of assessment methods target)
- 6) The feedback I have received in my modules has helped my academic development on the programme as a whole (addresses feedback more broadly than often interpreted)
- 7) The amount of contact with academic staff was about right (Contact hours and availability of staff target)
- 8) I am happy with the way my programme has given me the skills I need as a graduate and prepared me well for employment ('graduate attributes' target)
- 9) The facilities for the taught sessions were good (T&L facilities target)
- 10) The facilities for individual and group learning on campus were good (T&L facilities target)
- 11) I benefitted from being in an environment where research and scholarship clearly inform teaching (engagement with research expertise target).

**QMSU** provided questions related to co-curricular experience and satisfaction-

Has the Students' Union positively affected your academic experience through any of the following:

	Yes	No	N/A
Course Reps			
Academic Societies			
Campaigns			

**Professional Services** provided questions:

Have the College’s support services positively affected your **academic** experience through the following: (Yes/No/Not applic)

Disability and Dyslexia service

Learning development service (e.g. maths, writing, academic skills)

Language Centre

ii) Related to other campus-based activities and services

The SETLA is about the *whole student experience and not just the academic programme*. The experience will vary depending on whether the students are full-time and based on our London campuses or are elsewhere. In this initial pilot, we will be asking London based undergraduate students. This section will need to be modified for other students.

**QMSU and Professional Services** have submitted the following questions-

1. To what extent do you feel the Students’ Union has contributed positively to your student experience over the last year? (Mark 1 for very poor and 5 for excellent)
2. How satisfied are you with the campus facilities and services over the last year? (Mark 1 for not at all and 5 for completely)

	1	2	3	4	5	N/A
Gyms (QMotion, Fitness to Practice)						
Shops (Infusion, Village Shop)						
Cafes and food outlets						
Bars (Drapers, Griffinn)						
External environment						
Prayer facilities						
Campus security						
Energy conservation and recycling facilities						
Accessibility for the disabled						
Assistance with obtaining living accomodation						

3) Have the College's non- academic support services positively affected your experience in the last year through the following: (Yes/No/Not applic)

Student Enquiry Centre

Advice and Counselling service

Student Health Service

Chaplaincy or multi-faith provision

Careers and Enterprise Centre

Note- Professional services use the International Student Barometer, Student Barometer and in-house surveys at present. The group discussed how this information could be shared and used most effectively which probably means using common BI software and possibly Evasys. This may allow removal of some of these questions.

#### **VI) Free text questions**

- 1) What are the most important things that could be done to improve your *engagement*?
- 2) What are the most important things that could be done to improve your *satisfaction*?
- 3) What other feedback would you like to provide?



## Student engagement survey – UK pilot

### Note on Survey based on email from Alex Buckley in the survey team at the HEA

Below are the items that the HEA are using in their pilot project. There are 14 items grouped into 4 scales. All the items are slightly modified versions of items in the National Survey of Student Engagement (NSSE), which was developed by the University of Indiana, who own the copyright. The items are therefore under license, and we pay are paying a (modest) fee to Indiana for their use.

The pilot project involves 11 institutions, and we will be publishing a report in October 2013 with the results of the pilot. Decisions are currently being made about Year 2 of the project, but the expectation is that we will make a public invitation for institutions to take part.

### SCALE 1: Critical thinking

**1. During the current academic year, how much has your coursework emphasized the following mental activities?**

*Response categories: Very much / Quite a bit / Some / Very little*

- a) Analysing in depth an idea, experience or line of reasoning
- b) Forming a new idea or understanding from various pieces of information
- c) Evaluating a point of view, decision, or information source
- d) Applying facts, theories, or methods to practical problems or new situations

### SCALE 2: Course challenge

**2. In your experience at your institution during the current academic year, about how often have you worked harder than you thought you could to meet a tutor's/lecturer's standards or expectations?**

*Response categories: Very often / Often / Sometimes / Never*

**3. During the current academic year, to what extent have your courses challenged you to do your best work?**

*Response categories: Very little / Some / Quite a bit / Very much*

**4. In your experience at your institution during the current academic year, about how often have you come totaught sessions unprepared? (e.g. not completed assignments, readings, reports, etc.)**

*Response categories: Very often / Often / Sometimes / Never*

### SCALE 3: Academic integration

**5. In your experience at your institution during the current academic year, about how often have you done each of the following?**

*Response categories: Very often / Often / Sometimes / Never*

- a) Asked questions or contributed to course discussions in other ways
- b) Discussed your academic performance and/or feedback with teaching staff
- c) Discussed ideas from your course with teaching staff outside taught sessions, including by email/online
- d) Discussed ideas from your course with others outside of taught sessions (students, family members, co-workers, etc.), including by email/online
- e) Talked about your career plans with teaching staff or advisors

#### **SCALE 4: Collaborative learning**

**6. In your experience at your institution during the current academic year, about how often have you done each of the following?**

*Response categories: Very often / Often / Sometimes / Never*

- a) Worked with other students on course projects or assignments
  - b) Explained course material to one or more students
  - c) Discussed ideas from your course with others outside of taught sessions (students, family members, co-workers, etc.), including by email/online
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#### **Appendix B- QM college module evaluation questions**

##### **College Statements – Taught Modules**

Statements to be measured on a 5 point Likert scale:

1. The module is well taught
2. The criteria used in marking on the module have been made clear in advance
3. I have been given adequate feedback during the module
4. I have received sufficient advice and support with my studies on the module
5. The module is well organised and runs smoothly
6. I had access to good learning resources for the module
7. Overall I am satisfied with the quality of the module

Free text questions:

1. What are the best things about the module?
2. In what ways could the module be improved?
3. Is there anything else you would like to tell us about the module?

##### **College Statements – Dissertation and Project Modules**

Statements to be measured on a 5 point Likert scale:

1. The module is well supervised
2. The criteria used in marking on the module have been made clear in advance

3. I have been given adequate feedback during the module
4. I have received sufficient advice and support with my studies on the module
5. The module is well organised and runs smoothly
6. I had access to good learning resources for the module
7. Overall I am satisfied with the quality of the module

Free text questions:

1. What are the best things about the module?
  2. In what ways could the module be improved?
  3. Is there anything else you would like to tell us about the module?
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## Appendix C

The SETLA has objectives around students' experience and possible targets related to:

Quality of teaching and feedback (including contact hours, class size, availability of staff, 'appropriate use of technology to support learning')

Design of the curriculum and its assessments (including for 'overall value of the programme content', 'appropriate teaching and learning methods', 'engagement with research expertise', 'engagement with learning materials' and 'suitable range of assessment methods')

The standard of facilities for teaching and learning (including 'suitable learning space on campus for individual and group learning')

Teaching and learning resources

Academic advising and pastoral support (including 'helpful feedback to support learning' and 90% students accessing pastoral support to rate it as 'satisfactory' or better).

Encouraging a broad range of extra-curricular cultural and social activities (including 'Increase uptake of student engagement with QMSU to achieve y% by 2016' and 'Have discipline-specific student societies in ?80% schools by 2016')

Enhancing student employability through curricular and extra-curricular opportunities and advice.-Programme evaluation scores for 'advisors able to assist students with recognising and recording their 'graduate attributes' acquired at QM'