

Engaging Staff in Student Experience Data

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Research, Evaluation and Student
Engagement*

- 34,718 students
- 2,161 (48%) academic staff
- 2369 (52%) non-academic staff
- Four faculties, 12 Central Directorates
- Directorate of Student Engagement, Evaluation, and Research StEER





[Business Intelligence Portal](#)

The Source > Student > Student Satisfaction

Student Satisfaction

This page includes reports on student satisfaction survey results. Click on a link below to jump to a report.

Tableau Reports

New-style reports have been developed for 2015 using Tableau software. Some newer members of staff may experience problems with access. If this is the case, please email Rhodri Rowlands so that you can be added to the All Staff permissions list. Please note that Tableau reports can be viewed via Remote Desktop, but not when working remotely using a web browser.

| | | |
|--|---|---|
| <p>National Student Survey (NSS)</p>  | <p>Postgraduate Taught Experience Survey (PTES)</p>  | <p>Postgraduate Research Experience Survey (PRES)</p>  |
|--|---|---|

- NSS Report
- Quick Start Guide
- NSS Course Results
- NSS Course Trends
- NSS Subject Results
- NSS Sector Results
- NSS Sector Trends
- NSS Equality Results
- NSS Equality Trends

NSS | Quick Start Guide



← Hover over the info icon for tips

Click **Share** to copy a link to the report

Click **Remember my changes** to save current filters as a custom view

Click **Export** to export the view as an image, PDF or CSV (for Excel)

Click **Revert** to revert all filters to their default settings

Click **Pause** while you make new filter selections - then un-pause to apply them all

No need to click **Refresh** - the report data refreshes automatically

Sometimes these buttons appear at the bottom of the screen

Use tabs to switch between dashboards

NSS | Course Results

This data is for internal use only

| | | | | | | |
|---------------------------------------|-----------------------|-----------------------|---------------------------------------|---------------------------|--------------------|----------------------|
| Faculty (All) | Department (All) | Core vs Bank Core | Section vs Question Section Totals | Section (All) | Question (All) | Trend Latest Year |
| Overall Satisfaction Overall, I am | Teaching On My Course | Assessment & Feedback | Academic Support | Organisation & Management | Learning Resources | Personal Development |
| Students' Union I am satisfied | | | | | | |

"The NSS can suffer from being viewed as a managerial and bureaucratic exercise in box-ticking.... the NSS is used as a stick to beat departments and faculties, rather than as a positive encouragement to improve."

(Buckley, 2012)

Response to student experience data

- Deficiency Focused
- Reactionary
- Top down approach to change and "enhancement"
- Lack of staff engagement and responsibility "on the ground"
- Predominantly focused on the NSS
- Little or no triangulation of student experience data

Challenges for StEER

- Staff understanding of student experience data -connections
- Staff knowledge of how to use student experience data for enhancement
- Varying levels of IT skills
- Responsibility and accountability
- Impact
- A lack of staff networks
- TEF

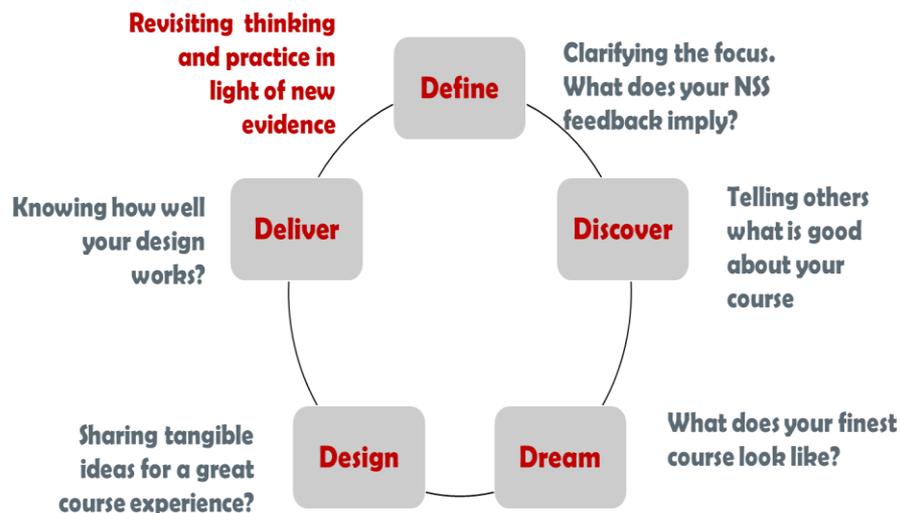


| Stella Jones Devitt

| A Vehicle for Change: Appreciative Inquiry

- AI adopts a social constructionist view based on affirmation, appreciation and positive dialog
- AI shifts the focus from problems to be solved, to discovering and building on what works well
- AI offers a flexible framework to facilitate change from the grass roots up
- AI helps build effective partnerships and collaborations that can be used to meet particular needs of an organization
- Individuals and groups are empowered to improve their situation and move toward visions for a more egalitarian future.

(Trajkovski et al., 2013)



What makes a satisfied student? Appreciating what your students are saying to design course improvements and build and sustain excellence

Purpose

To provide a supportive and interactive forum in which Course Leaders from across the University can use their NSS data to share good practice and ideas for success, consider improvement strategies and design tangible actions with measureable outcomes to enhance course experience for all their students.

Benefits

For you: providing a supportive environment in which to consider course enhancements which enable you to design realistic actions and outcomes and share good practice with colleagues across the institution. **For your students:** enjoying a better course experience and seeing how NSS evidence and feedback has been acted upon directly. **For your institution:** improving our NSS trajectory by enhancing course experience within the context of a collegial and supportive environment that draws on proven practical ideas for success.

NSS Report | NSS Course Results | NSS Course Trends | NSS Subject Results | NSS Sector Results | NSS Sector Trends | NSS Equality Results | NSS Equality Trends

NSS | Course Results
This data is for internal use only

University of Magic Enterprise

Faculty: (All) | Department: (All) | Core vs Bank: Core | Section vs Question: Section Totals | Section: (All) | Question: (All) | Trend: Latest Year

Hover below and click + to expand to Dept/Course ↓

| Faculty | Department | Course | Overall Satisfaction Overall, I am satisfied with the quality of the course 2015 | Teaching On My Course The teaching on my course 2015 | Assessment & Feedback Assessment and feedback 2015 | Academic Support Academic support 2015 | Organisation & Management Organisation and management 2015 | Learning Resources Learning resources 2015 | Personal Development Personal development 2015 | Students' Union I am satisfied with the Students' Union at my instituti... 2015 |
|---------------|-------------|----------------------------------|--|--|--|--|--|--|--|---|
| UME | UME OVERALL | UME OVERALL | 85% | 87% | 73% | 82% | 77% | 88% | 86% | 56% |
| Enlightenment | ALCHEMY | BA Magic Potion Brewing | 90% | 83% | 68% | 82% | 85% | 90% | 87% | 64% |
| | | BSc Early English Alchemy | 92% | 83% | 66% | 76% | 79% | 89% | 90% | 58% |
| | | BSc Metamorphosis of the Planets | 81% | 76% | 66% | 89% | 90% | 95% | 79% | 42% |
| | PHRENOLOGY | BSc Bump Feeling | 97% | 93% | 78% | 92% | 93% | 99% | 95% | 64% |
| | | BA Character Divination | 84% | 88% | 76% | 83% | 82% | 96% | 93% | 59% |
| | | BA Cranial Studies | 90% | 94% | 80% | 88% | 90% | 91% | 94% | 71% |

SENIOR FoE MANAGEMENT TEAM - If considering institutional data, what do we need to know about UME's positioning and how do we find that out? How do Dark Arts and Pseudoscience compare with other subjects and what comparisons and conclusions can and should be drawn? How will you develop a sustained process for enhancement?

DEPARTMENT OF ALCHEMY - What do the trends tell you about your Department? If you were the Alchemy Head of Department what would you do to improve the NSS rating and how would you engage staff? How will you develop a sustained process for enhancement?

COURSE TEAMS - How do the BSc Bump Feeling results compare with other courses? What else would you compare? What would you prioritise as key actions? How will you engage module teams in enhancing the student experience in a meaningful way? How will you develop a sustained process for enhancement?

Four Key Elements

- A unique insight
- A practical skill
- Examples of practice
- Discussion



The Sessions

Evaluating your module from the start!

Student comments are just the beginning

Demystifying DLHE

NSS and UKES working together to improve the student experience

Why learning communities matter for Postgraduate Students

Understanding your students



Now

- Worked with over 200 members staff
- Development of staff networks at an institutional and faculty level
- Increased confidence of staff
- Increased understanding and skills
- Staff engagement with StEER
- Pivotal role of the Course leader

In the Future

- An improvement in the student experience
- TEF Evidence

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