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Experience with a modular Student Experience Survey and the Data Vis used to display the outcome.

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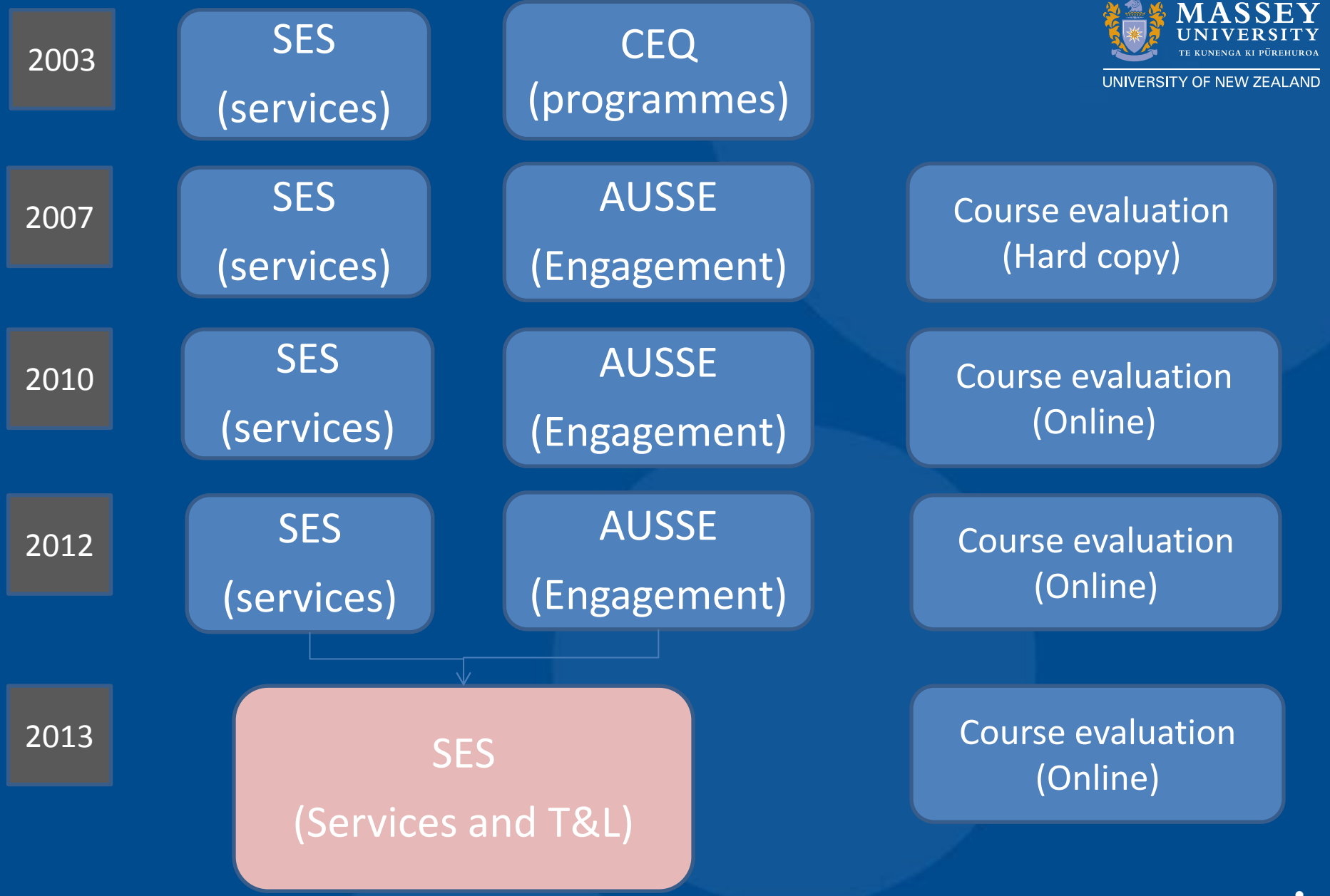
Background

All Massey large institution-wide surveys and evaluations

- SES
- PREQ
- GDS
- Course evaluations
- Teaching evaluations
- Other adhoc surveys



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2003	SES (services)	CEQ (programmes)	
2007	SES (services)	AUSSE (Engagement)	Course evaluation (Hard copy)
2010	SES (services)	AUSSE (Engagement)	Course evaluation (Online)
2012	SES (services)	AUSSE (Engagement)	Course evaluation (Online)
2013	SES (Services and T&L)		Course evaluation (Online)

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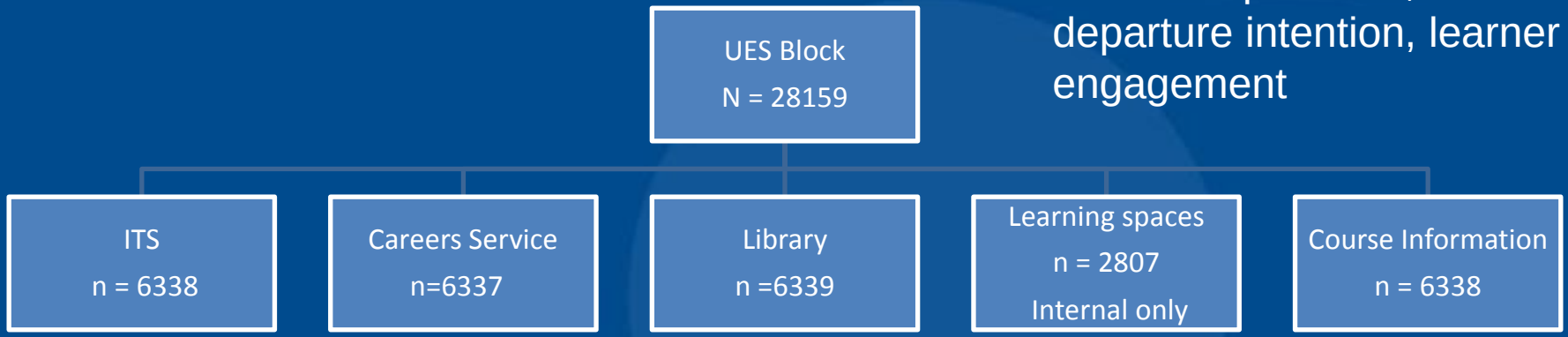
2013 SES

- Six blocks of questions
- 204 individual survey items
- Both qualitative and quantitative data

UES block includes:

- Commencement activities
- Services (usage & rating)
- Communication
- Teaching & skills developed
- Overall experience, departure intention, learner engagement



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Sub-blocks since 2013

2013	2014	2015	2016
Library	PREQ	PREQ	PREQ
ITS	Employability	Employability	Recreation Centres
Spaces	Disability	Disability	Smoke-free policy
Paper Information	Website	International	
Careers Service	Course evaluations		

Multi – purposed SES

- Significant survey framework that links with most corners of the University
- Accommodate diverse needs for a variety of student data
- Survey items – MUST HAVE diagnostic utility
- Engage with staff to collect information + then engage in improvement activities
- We only administer one institution-wide student survey annually (plus course evaluations)
- Minimise survey fatigue

- Backed up by Survey Reference Group

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Survey Design

- Keep our question design simple
  - Ratings (how good)
  - Frequency (how often)
  - Extent (how much)
  - Qualitative close – out
- Population survey administered every year
- We embed all the variables from the SMS in the file and use these as slicers later.
- Quantitative & Qualitative responses

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Modular approach

- Took some time to get going
- Needed an owner
- Accommodating individuals is difficult
- Works well with our large student popn
- Building the blocks is challenging
- Requires us to have a broad understanding of the way the University is operating
- No discernible decline in response by using blocks

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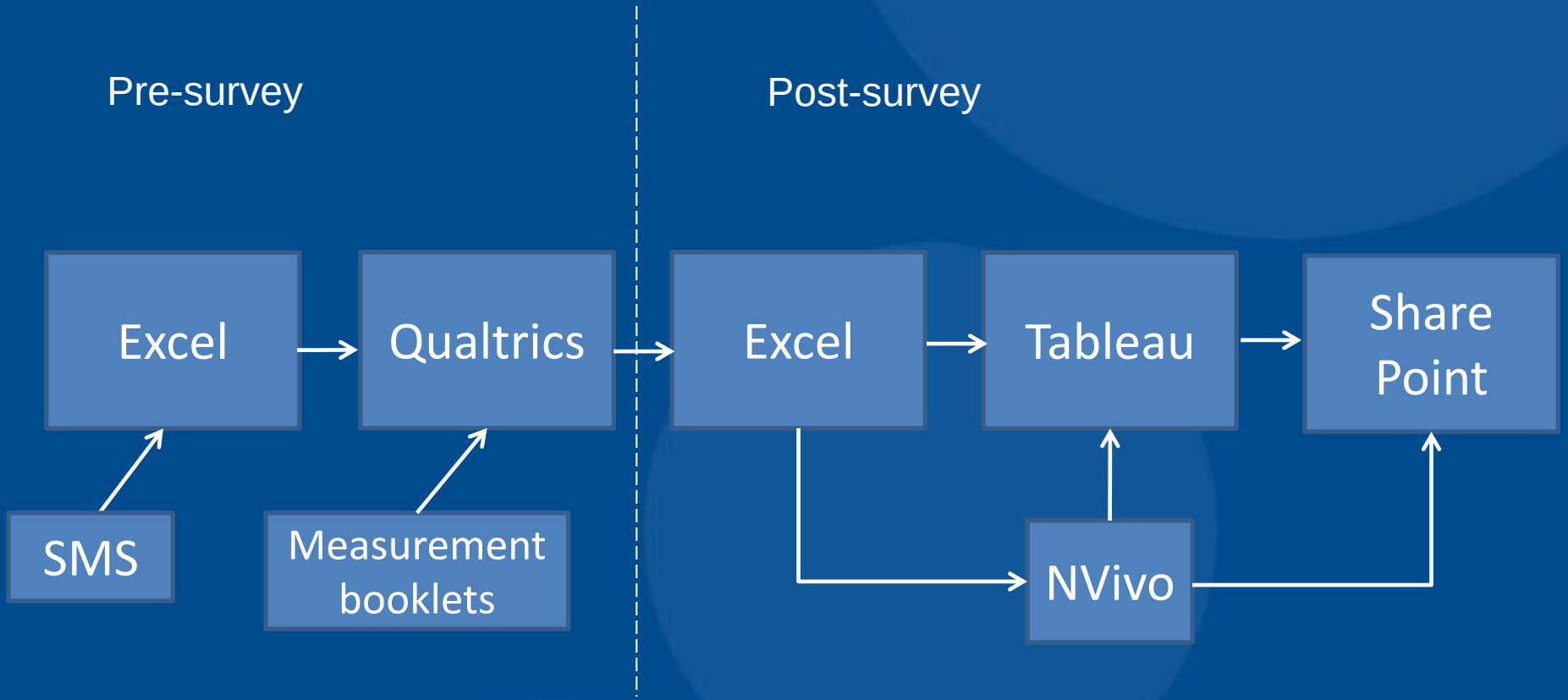
Data Journey



Key business challenges. Why Data Vis?

- Demands for adhoc reporting at granular level
- Demands for volumes of standardised reporting at qualification level
- Timely despatch of data
- Outputs difficult to interpret
- Valuable information was being under-utilised

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Benefits of using Data Vis

- No need for substantial reports
- Less time building spread sheets
- Simple drill-down functionality
- Much more targeted outputs
- Much more precise thematic analysis and interpretation
- Deliberate use of visual cues
- Faster turn around
- Self service (when we get it)
- Journey

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Started with power pivot (2013)

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Teaching and Learning | Services

2016 Student Experience Survey

Programme: (All) | Major: (All) | College: (All) | Survey year: 2016

Campus: (All) | Study mode: (All) | Primary Study Location: (All) | NZ Maori: (All) | Pasifika: (All) | International student: (All) | New / Returning: (All) | Gender: (All) | Age Group: (All) | Programme Level: (All)

Overall experience

How would you rate:

				2013 - 2016
Confirmation of enrolment	9,014	91%	↑ 3%	88%
Offer of place	8,736	90%	↑ 3%	87%
On-line enrolment process	9,036	80%	● 0%	80%
Transition into your programme of study	7,638	76%	↑ 5%	71%
Academic advice	8,424	72%	↑ 5%	67%
Support you received from the University to settle into study	8,376	69%	↑ 3%	66%
Orientation activities	5,040	60%	↑ 4%	56%

To what extent did you feel:

Prepared for study this year	8,825	64%	↓ -2%	66%
Sense of belonging to the Massey University community	9,104	41%	● 0%	41%

To what extent have your

Lecturers, Tutors and demonstrators:

Set assessment tasks that challenged you to learn	8,638	82%	● 0%	82%
Seemed helpful and approachable	8,643	78%	↑ 1%	77%
Stimulated you intellectually	8,612	75%	● 0%	75%
Used on-line tools in the learning environment	8,630	74%	↑ 4%	70%
Provided clear explanations on coursework and assessment	8,670	70%	↑ 2%	68%
Demonstrated concern for student learning	8,499	68%	↑ 2%	66%
Engaged you actively in learning	8,616	68%	↑ 1%	67%
Commented on your work in ways that helped you learn	8,356	60%	↓ -2%	62%

Overall quality

How would you rate:

				2013 - 2016
Your entire educational experience	8,790	83%	↑ 2%	81%
The teaching you have received	8,892	81%	↑ 2%	79%
The on-line learning environment	8,868	77%	↑ 3%	74%

To what extent were the

Delivery of papers:

Relevant to your programme of study	8,580	82%	● 0%	82%
Well-structured	8,596	73%	↑ 1%	72%

To what extent has your experience at university developed your

Skills

Knowledge of the field you are studying	9,229	83%	↓ -3%	86%
Ability to learn independently	9,247	82%	↑ 5%	77%
Critical art/design production skills	560	81%		81%
Critical thinking skills	9,214	74%	↓ -1%	75%
Ability to learn in the on-line environment	9,169	71%	● 0%	71%
Research skills	9,175	71%		71%
Written communication skills	9,188	69%	↓ -1%	70%
Critical art/ design presentation/ exhibition skills	559	63%		63%
Ability to solve complex problems	9,124	63%	● 0%	63%
Ability to work with others	8,804	51%	↑ 1%	50%
Employment-related knowledge and skills	8,790	49%		49%
Spoken communication skills	8,895	45%	↓ -3%	48%

No. of Respondents	No. sent survey	Response rate
9,507	27,769	34%

NZ Maori	Pasifika	International
1,007	489	1,106

BLK	DIS	INT
700	4,327	4,480

Albany	Manawatu	Wellington
2,359	5,736	1,412

Seriously considered leaving

1439 out of 8,784 | 16% | ↓ -2%

- reasons (select as many as apply)

Family responsibilities, Personal reason..	774
Health and/or stress	438
Programme quality, Institution reputation	419
Workload	404
Boredom & Lack of interest	397
Lack of support	394
Teaching quality	362
Academic challenge	248
Changed my focus	217
Changed my job & Got a job	169
Quality of supervision	142
Lack of paper options/programme inflexi..	37
Funding	29
Other (reason for leaving)	28
Lack of research support	27
Lack of academic support, support from ..	22
Received other offer, Unsuccessful enro..	12
Difficulty with distance/online learning	10

Good, Very good | Quite a bit, A great deal

↑↓ % difference of the combined *Good/Very good* or *Quite a bit/A great deal* ratings between 2013 and 2016.

Respondents were asked to rate: *Very poor/ Poor/ Average/ Good/ Very good/ Don't know/Not applicable to me* or tell us the extent: *Not at all/Very little/Somewhat/Quite a bit/A great deal/Don't know. Don't know/ Not applicable to me* or blank responses are excluded. *Very poor /Poor/ Average or Not at all/ Very little/ Somewhat* ratings are included in the item response count. For more information about this viz., contact the developer: J.Naylor@massey.ac.nz | Student Survey and Evaluation Unit

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Teaching and Learning | Services

2016 Student Experience Survey

Programme: (All) | Major: (All) | College: (All) | Survey Year: 2016

Campus: (All) | Study mode: (All) | Primary Study Location: (All) | NZ Maori: (All) | Pasifika: (All) | International student: (All) | New / Returning: (All) | Gender: (All) | Age Group: (All) | Programme Level: (All)

Rating — Overall services

		Rating	2013 - 2016
Overall performance of all services	8,491	83% ↑ 4%	79%

Student services

		Rating	2013 - 2016
Recreation services	2,364	81% ↑ 2%	79%
Information services	4,896	78% ↑ 1%	77%
Chaplaincy and religious services	786	74% ↓ -4%	78%
Health service	2,739	74% ○ 0%	74%
Counselling service	1,437	73% ↑ 1%	72%
International student support	1,126	71% ↓ -2%	73%
Clubs Societies & Cultural groups	2,165	71% ↑ 6%	65%
Pasifika Services	542	69% ↓ -4%	73%
Maori student support	549	68% ↓ -7%	75%
Student advocacy service	1,398	67% ↑ 8%	59%
Disability services	483	65% ↓ -4%	69%

Other services

		Rating	2013 - 2016
Library services	7,444	93% ↑ 2%	91%
Academic study skills	3,808	81% ○ 0%	81%
Student advisers	2,454	71% ↑ 2%	69%
Career service	2,050	68% ↑ 5%	63%
Accommodation services	1,406	68%	64%
Childcare centres	277	61% ↓ -6%	67%
Student media e.g. Massive and Student radio	1,374	60% ↓ -2%	62%
Catering service	2,333	56% ↑ 3%	53%

Rating — Information and Communication

		Rating	2013 - 2016
Direct contact via phone or email	7,326	78% ↑ 4%	74%
0800Massey (Massey contact)	5,685	78% ↑ 6%	72%
Massey University website	8,609	77% ↑ 1%	76%
In-person contact via information desks, college, school or institute	5,672	76% ↑ 2%	74%
Student portal e.g. My Massey	8,368	76% ↓ -3%	79%
Face to face information services	5,089	75% ↑ 2%	73%
Print media e.g Your guide to	5,697	69% ↑ 3%	66%
Massey social media pages e.g. Massey Facebook	4,708	63% ↑ 3%	60%
College social media feed	98	46%	46%

Usage — All services

Library services usage	89%	92%
Information services usage	68%	55%
Academic study skills usage	52%	49%
Health service usage	40%	42%
Recreation services usage	36%	40%
Student advisers usage	36%	28%
Catering service usage	35%	37%
Clubs Societies & Cultural groups usage	34%	34%
Career service usage	31%	34%
Student advocacy service usage	24%	21%
Accommodation services usage	23%	23%
Counselling service usage	22%	22%
Student media e.g. Massive and Student radio us..	22%	30%
International student support usage	21%	18%
Chaplaincy and religious services usage	15%	12%
Pasifika Services usage	12%	8%
Maori student support usage	12%	9%
Disability services usage	10%	7%
Childcare centres usage	5%	5%

No. of Respondents	No. sent survey	Response rate
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NZ Maori	Pasifika	International
1,007	489	1,106

BLK	DIS	INT
700	4,327	4,480

Albany	Manawatu	Wellington
2,359	5,736	1,412

Good, Very good | Quite a bit, A great deal

Rarely

Sometimes

Quite often

Very often

↑↓ % difference of the combined *Good/Very good* or *Quite a bit/A great deal* ratings between 2013 and 2016.

Respondents were asked to rate: *Very poor/Poor/Average/Good/Very good/Don't know/Not applicable to me. Don't know, Not applicable to me* or blank responses are excluded. *Very poor/Poor/Average* ratings are included in the item response count.

Response scales for service usage were: *Never/Rarely/ Sometimes/Quite often/ Very often/Not familiar with this service/Not applicable to me. Never/Rarely* responses are included in total %. *Not familiar with this service/ Not applicable to me* or blank responses are excluded.

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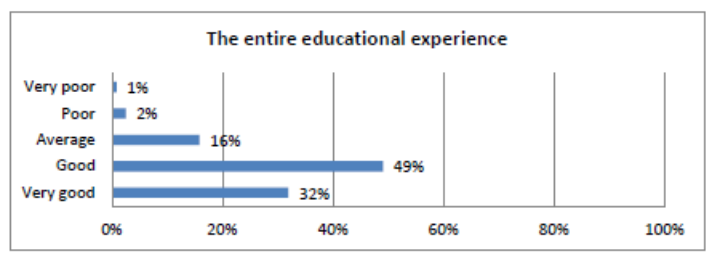
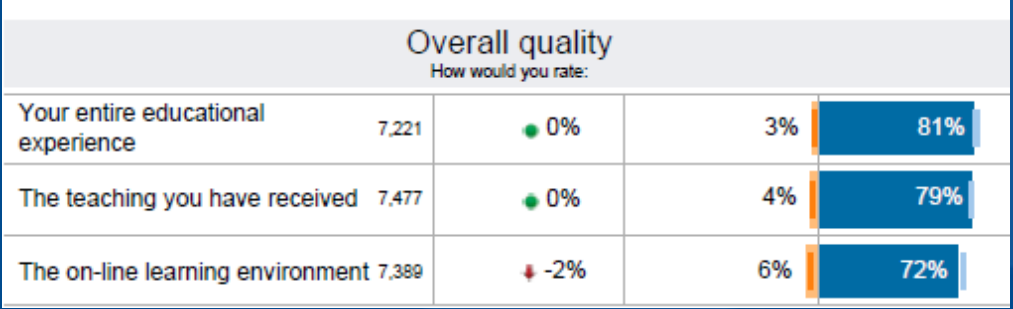
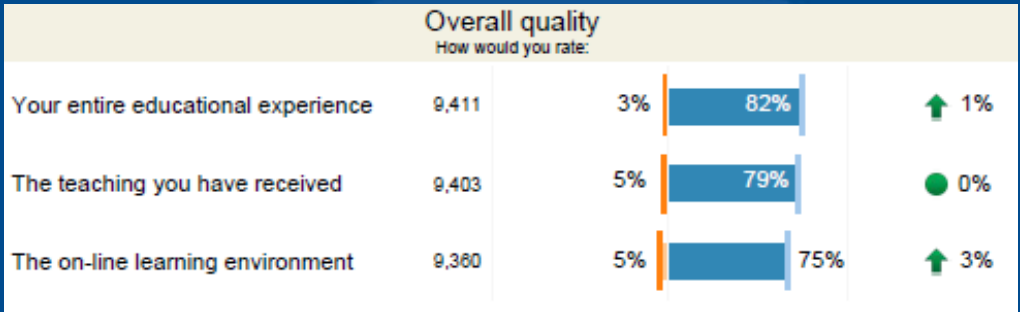
2013



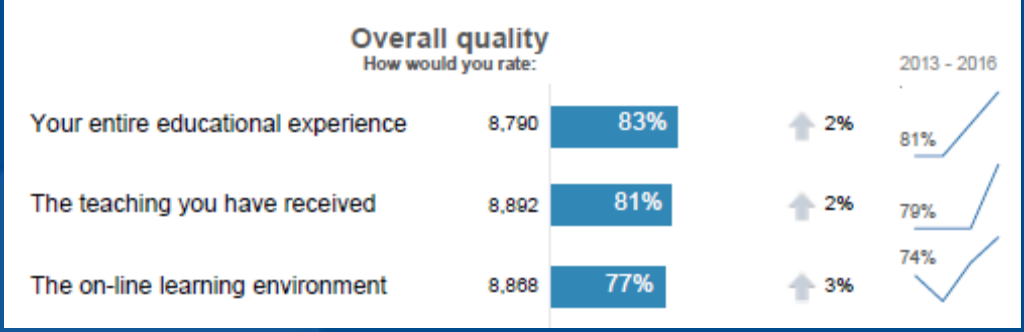
2014



2015



2016



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Data utility

Last year we distributed just over 250 views of the data (both quant and qual)

- Whole new way of constructing data visuals
- Requires new understanding of the science behind the design
- Keeping it simple
- Engage with data users
- Style of visual matures over time
- Journey

Reporting

- Modest Executive Summaries
- Share point blog
- Quant dashboards (via Tableau) drilling - down by any SMS metrics
- Precisely coded qual comments (via NVivo) for standalone analysis and reporting
- Targeted mixed methods styled thematic reporting

Data Utility

- Contributing to numerous programme reviews. Some initiated directly from the survey results
- Used for staff professional development
- Inform way we provide various services:
  - Careers Service
  - Disability Service (mainly qual data)
  - International student support
  - Library
- Contributed to the University employability strategy

Data Utility

- Improve support for PhDs via PREQ
- Contributed data to AACSB and other accreditations (n=40)
- BA redesign data
- Rec Centre business case data
- Improvements to Learning Management System
- Helping inform communication processes
- Evaluate printed materials process
- Recommended a focus on Academic Advice

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The future

- Self-service for all staff (licencing issues)
- Business case for data vis application
- Selected interactivity for students ? via Tableau Public
- Benchmarking
- Integrate with other University datasets
- More in-depth thematic reporting
- Start working on 2017 earlier
- Changing the survey frequency?

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For 2017

2013	2014	2015	2016	2017
Library	PREQ	PREQ	PREQ	Learner engagement
ITS	Employability	Employability	Recreation Centres	Academic advice
Spaces	Disability	Disability	Smoke-free policy	ISB follow up
Paper Information	Website	International		Pre-entry block
Careers Service	Course evaluations			Students Assn block or BA redesign

References

Few, S. (2013). *Information Dashboard Design (2nd Ed).* USA, Analytics press.

http://www.perceptualedge.com Stephen Few

Acknowledgements

SSEU team

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Survey Reference Group

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