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Engaging with the QILT SES

What does it all mean and how do NUHEIs compare?

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Content

- Student Experience Survey
  - NUHEIs compared with Universities
  - Are differences "significant"?
  - How can results be improved?
    - Best bang for your buck …

SES: Content and structure

- Focus Areas:
    - Overall Satisfaction (single item)
    - Skills Development
    - Teaching Quality
    - Learner Engagement
    - Student Support
    - Learning Resources

How do institutions compare?

(Caveats!)

League tables and rankings are simplistic.

Institutions are different beasts.

- Study area profile
- Student Demographics

Take your context into account when analysing your data!

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SES Results
Overall Satisfaction (OS)

- Smaller number of responses means larger "confidence intervals" (95% sure that the results fall into the range)
- Universities OS score of 80 (Confidence interval 79.9 – 80.1)
- NUHEIs OS score of 78 (Confidence interval 77.4 - 78.5)
- There is a difference!

	Focus Area					
	SD	LE	TQ	SS	LR	OS
NUHEI	83	61	83	76	74	78
University	81	60	82	72	86	80

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Response rates and confidence intervals

- The confidence interval is the range within the true value is likely to fall.

- A 95% confidence interval means that we are 95% sure that the true rate lies somewhere between the lower and upper limits.

- Higher variation in scores and smaller numbers of responses can lead to a much larger range of values within which the true value is likely to fall. Pay attention to your response rate "targets" in the SES

- Where confidence intervals do not overlap, we can be reasonably certain that the difference is "significant"
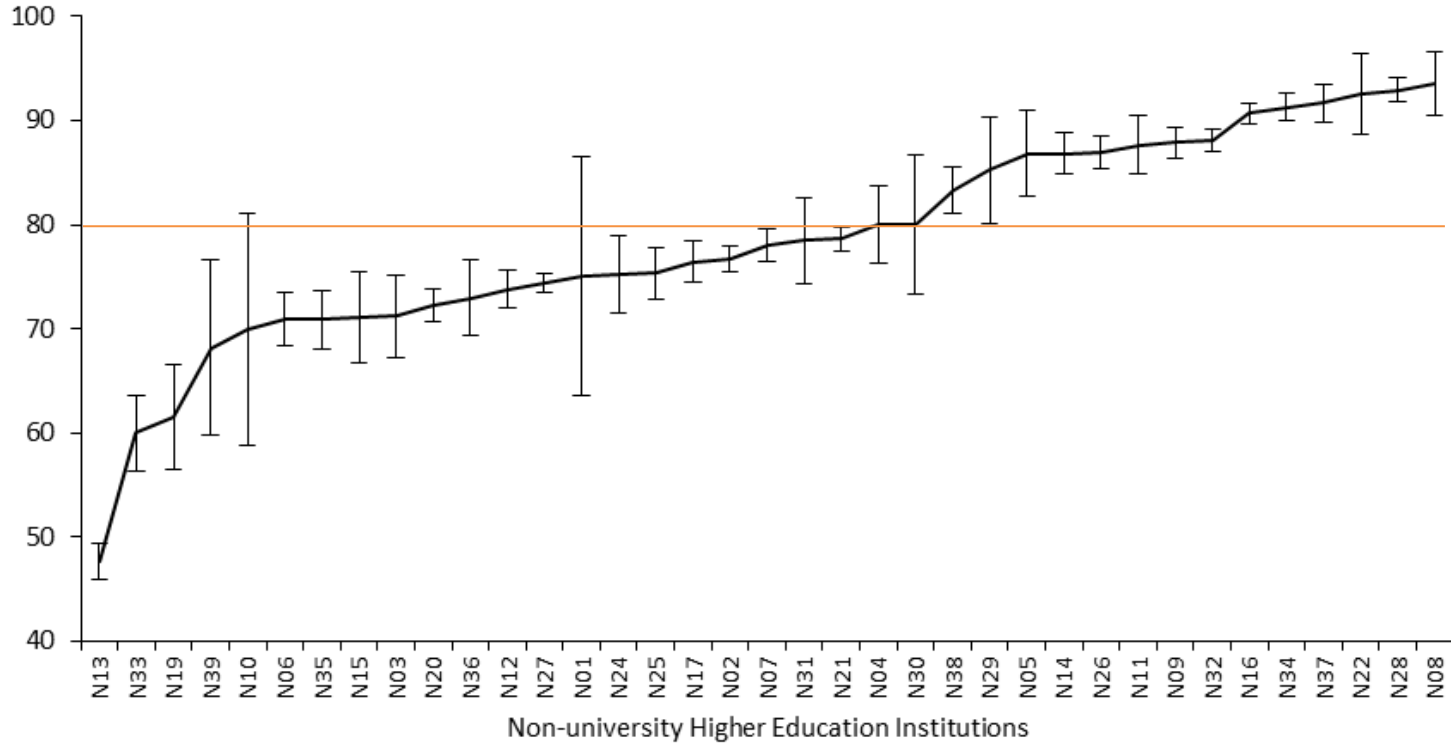
SES Results - Observations

- NUHEIs higher
  - Skills Development (2)
  - Learner Engagement (1)
  - Teaching Quality (1)
  - Student Support (4)

- Universities higher
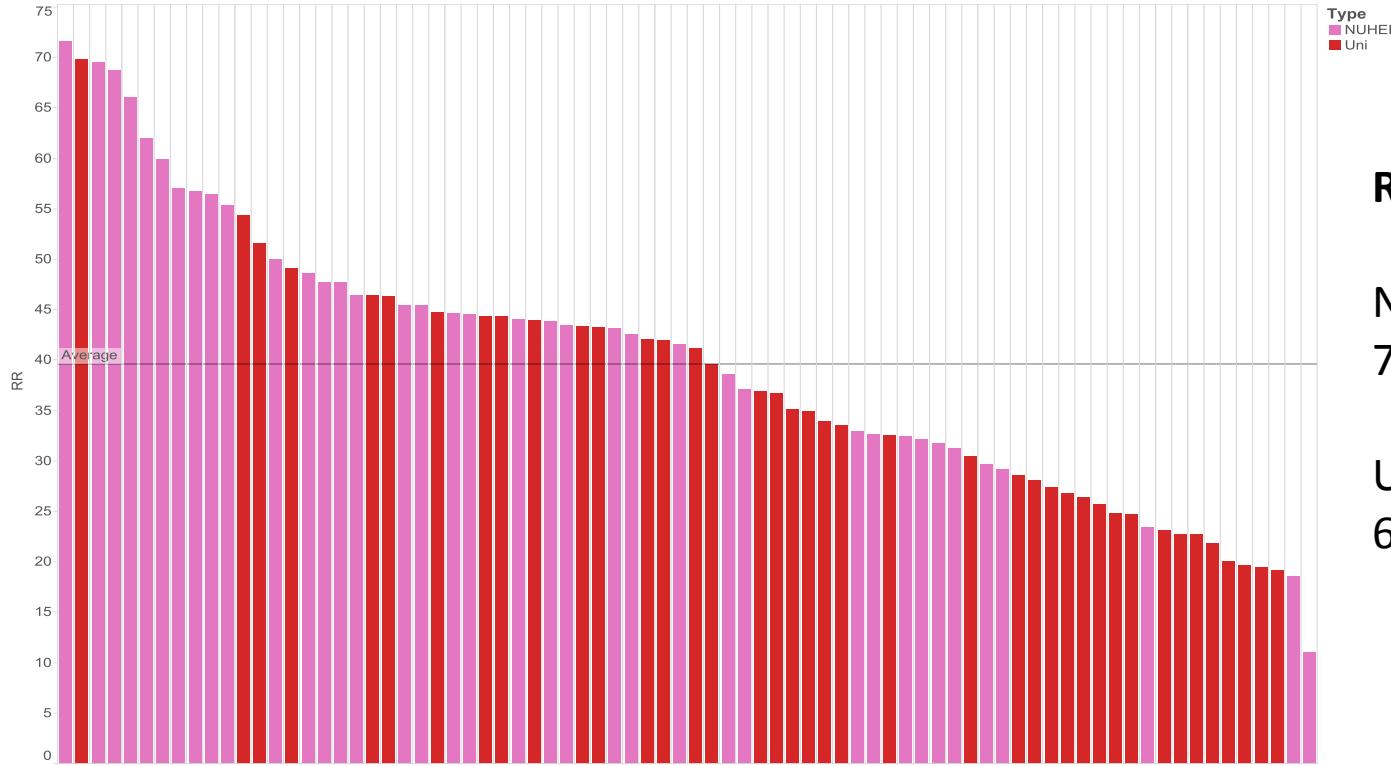 - Overall Satisfaction (2)
  - Learning Resources (12)

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SES Results – OS Universities

SES Results – OS NUHEIs
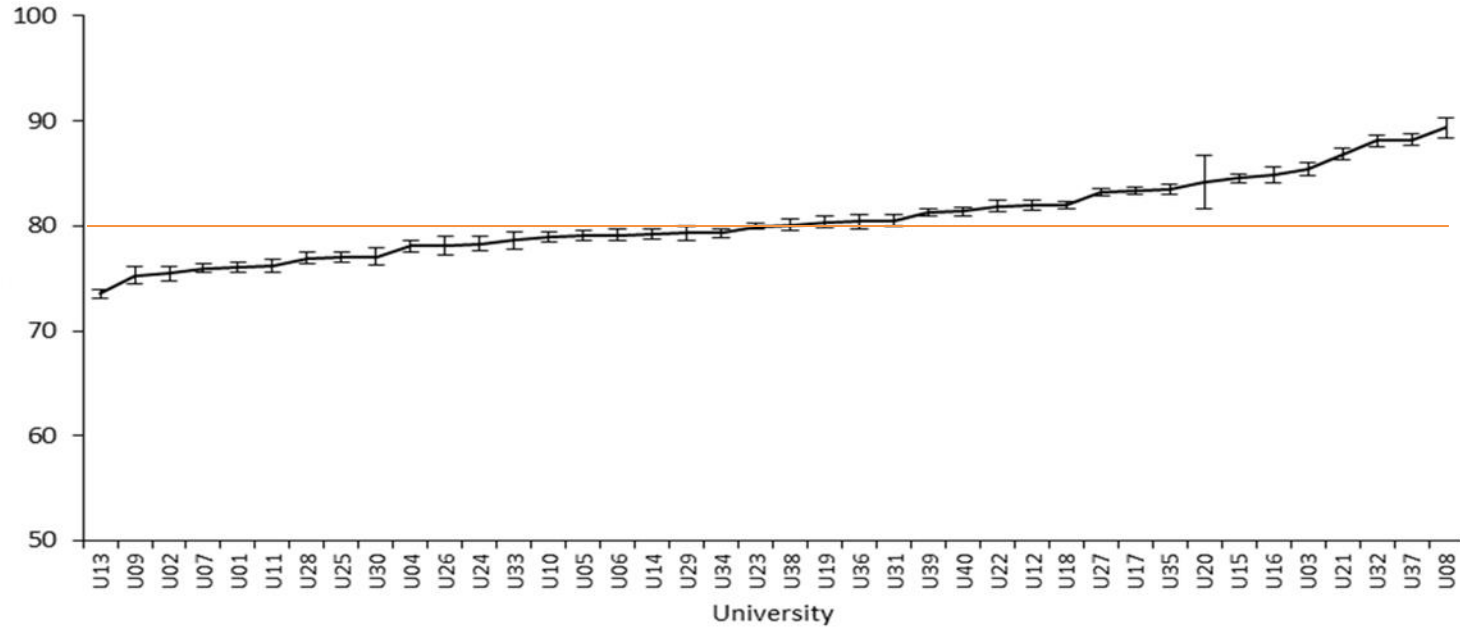
Non-university Higher Education Institutions

SES: Response rates

RR Range from:

NUHEIs
71.7% – 11.1%
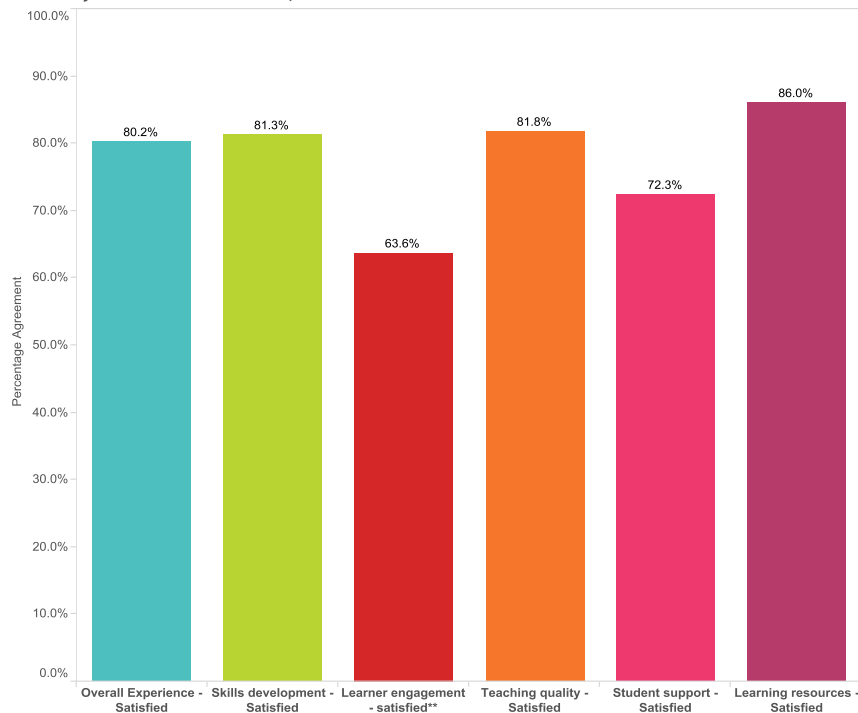
Unis
69.8% – 19.2%

How to institutions compare?

- Focus area comparison

- Patterns of results for NUHEIs (Orange) and Universities (Grey)

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University and NUHEI Focus Area Scores

University Focus Area Scores - All, 2014 & 2015

NUHEI Focus Area Scores - All, 2014 & 2015
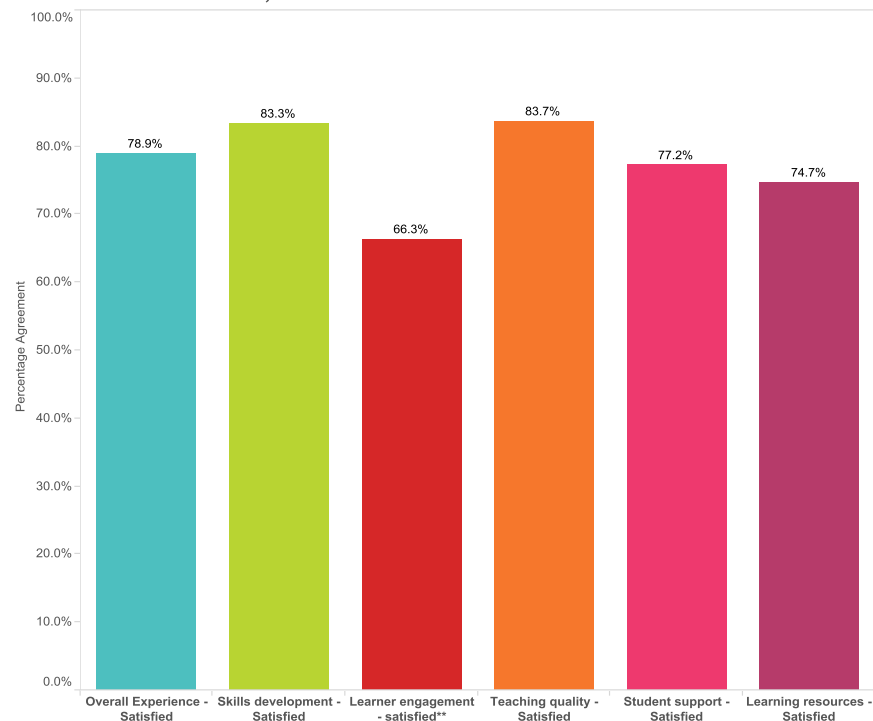
SES: Results (NUHEIs and Unis)

- NUHEIs have a small but significant lower level of overall satisfaction than Universities (2)

- The Learning Resources focus area is substantially lower (12)

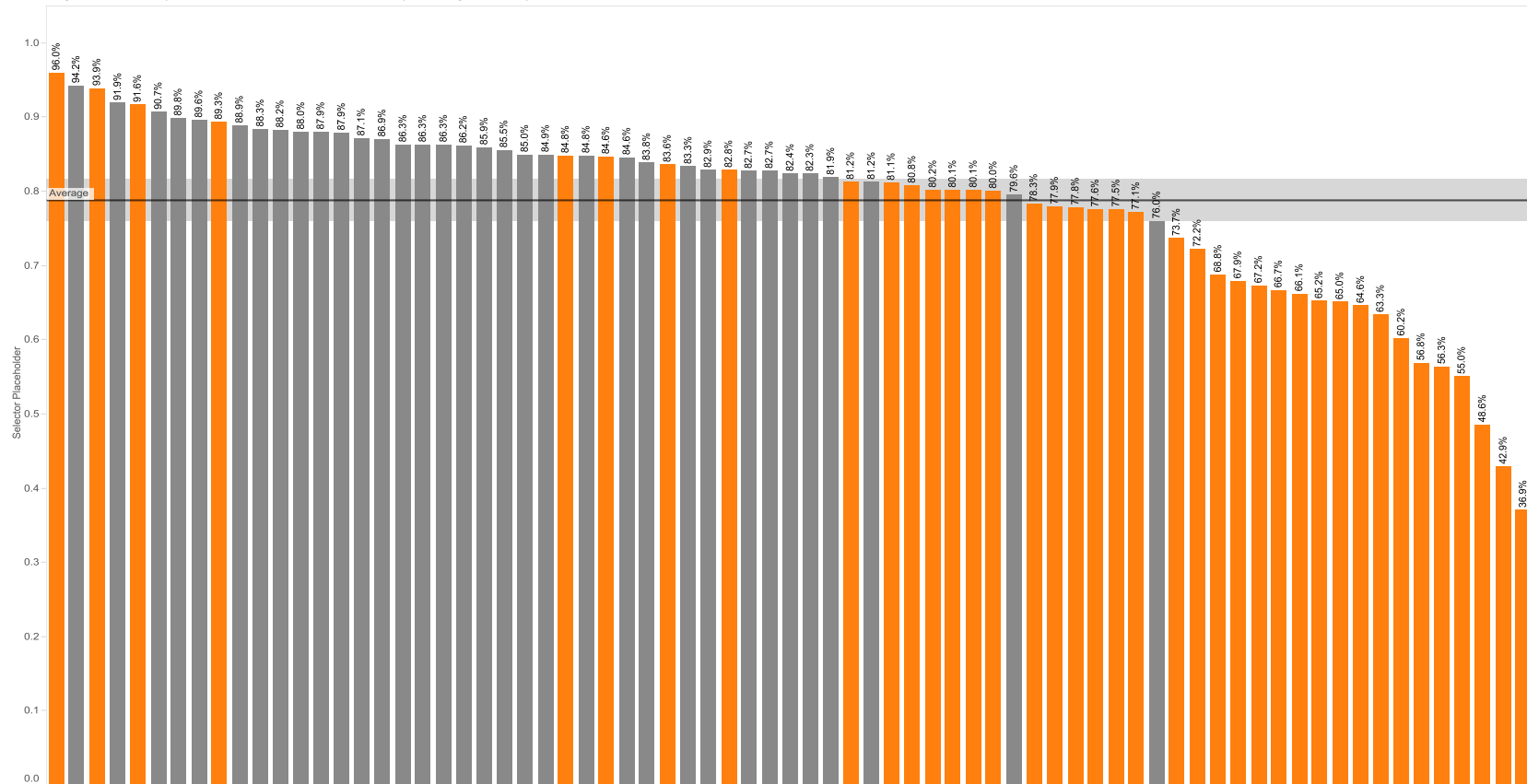- There are a lot more NUHEIs under the average for Learning Resources. Not just a couple of providers!

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Overall Satisfaction - All

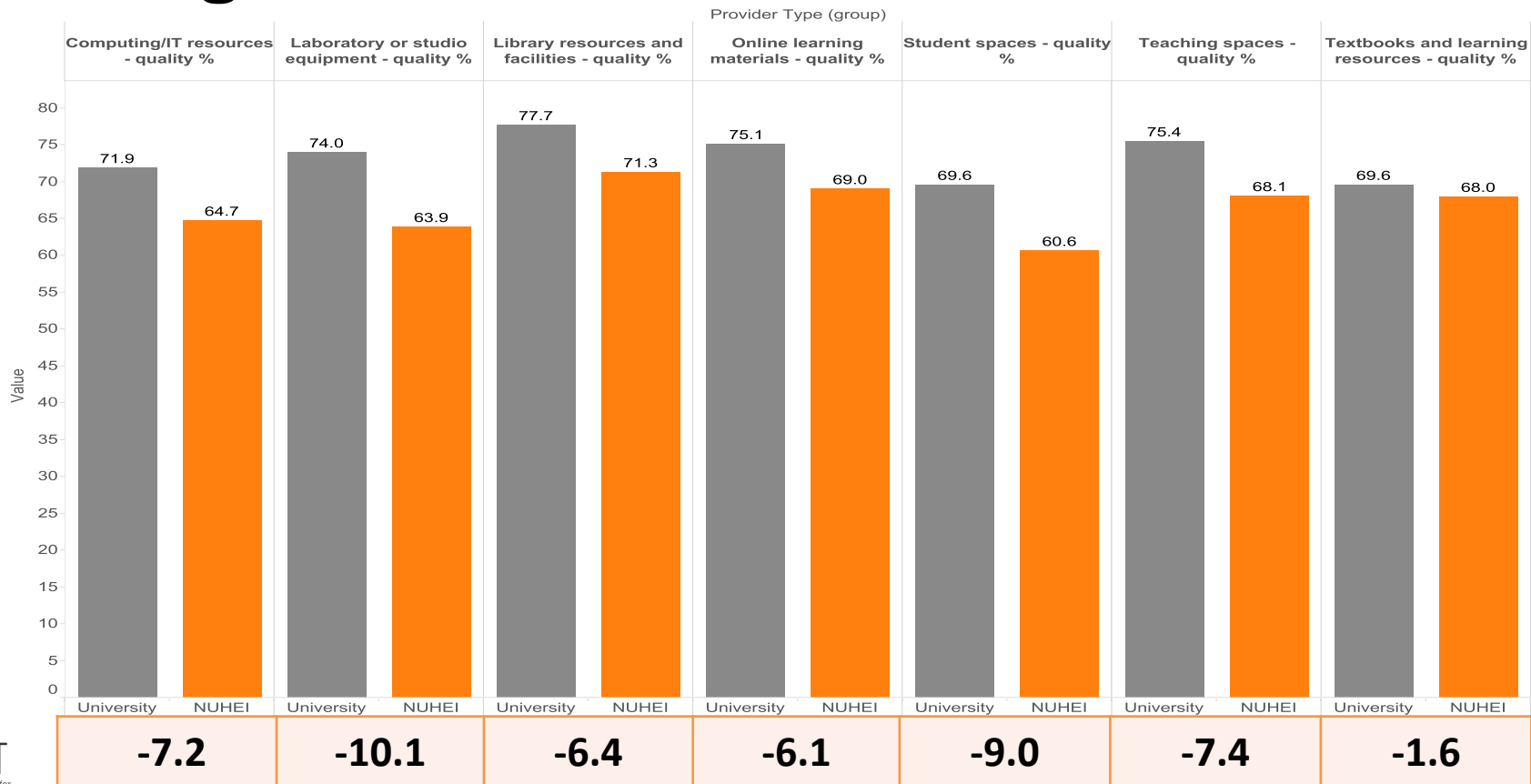Overall Satisfaction By Institution 2014 & 2015 - Analysis Flag 21 Study Area: All
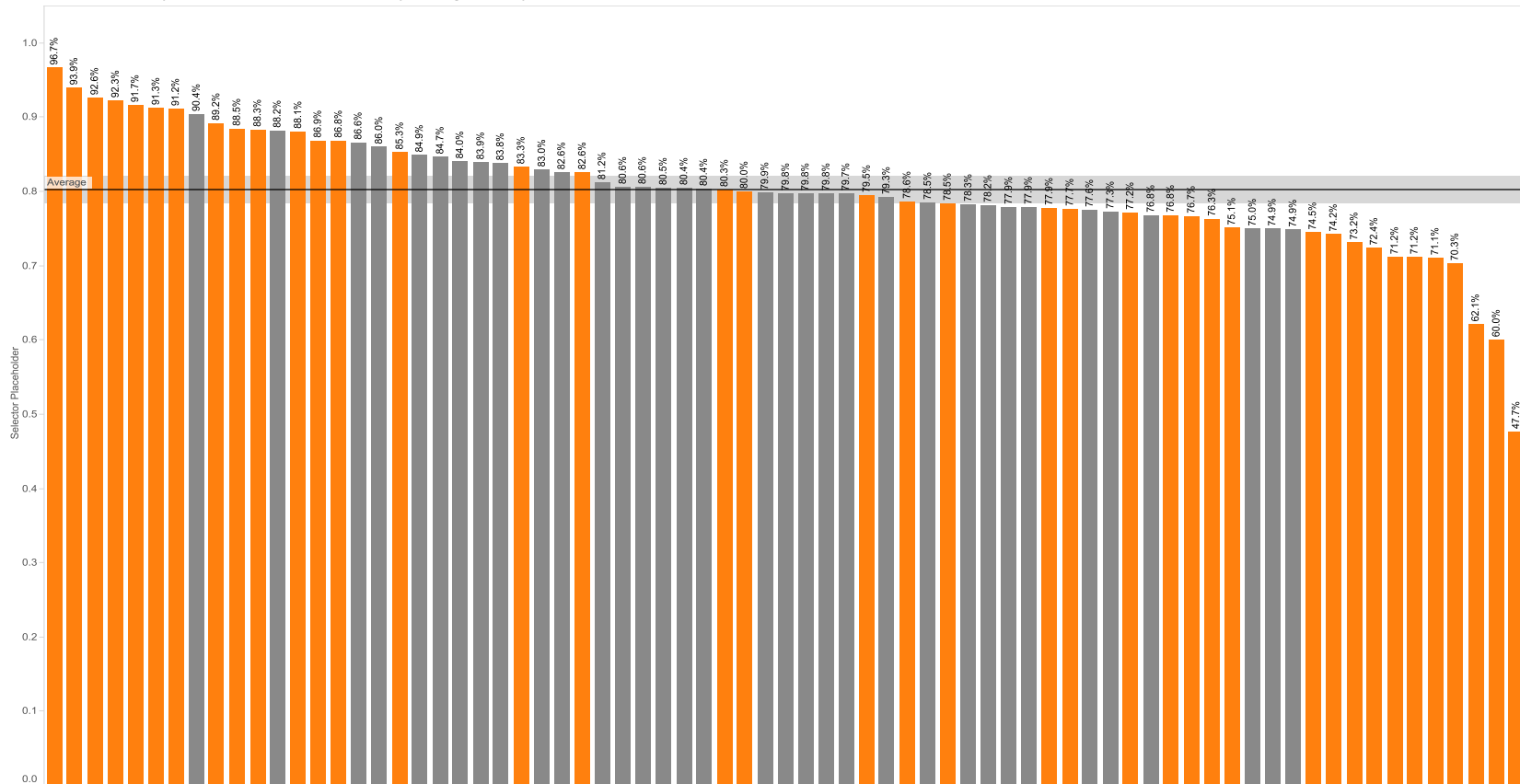
Learning Resources - All

Learning Resources By Institution 2014 & 2015 - Analysis Flag 21 Study Area: All
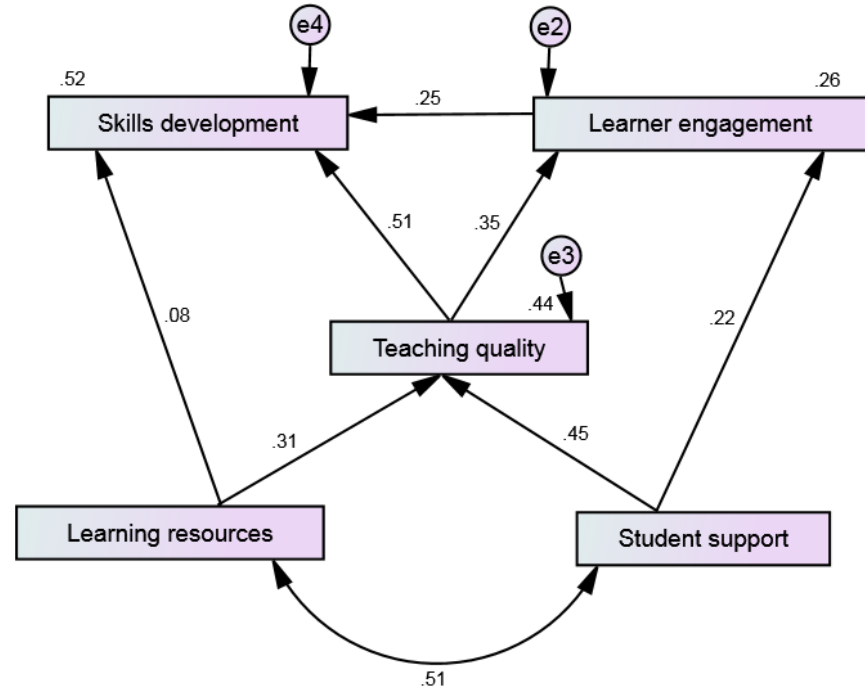
Learning Resources - Items

Path Analysis UES 2013 Australia

This model by John Ward (AAIR presentation in 2014) using the 2013 UES data, suggests that while learning resources contribute indirectly to overall satisfaction and skills development, teaching quality and to a lesser extent, learner engagement appear to have a bigger and more direct impact.

Correlation to Overall Satisfaction (2015)

Focus Areas	Correlation Uni	Correlation NUHEI
Learning Resources	.443	.528
Teaching Quality	.719	.767
Skills Development	.513	.554
Learner Engagement	.400	.412
Student Support	.509	.613

Correlation is not causation!! (i.e. sunscreen use and eating ice-cream)

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Improving performance (overall)

- Improvements in teaching quality and student support are most highly associated with improvements in overall satisfaction

- Focus your improvement activities on the things that matter most to your students.

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Tableau Reports

- Opportunity to drill in to your own data
- Free reader (http://www.tableau.com/products/reader)
- Here's a demo of what you can do …

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Improving performance (Learning Resources)

- <u>As a group</u>– improve performance of lower performing institutions – there is room to improve

- Go for high gain, low effort and target improvements where they are most needed especially where they are affecting teaching and overall satisfaction

- Do the research! The SES results should only be a starting point.

- Read the comments. Qualitative data can help point you in the right direction

- Demonstrate that you are listening and taking action - good CRM outcomes.

Customising the SES

- You can add items to the survey as an individual institution or <u>as a group!</u>

- Are there issues that your results are showing that you would like to drill into?

Preparation for the 2016 SES

- Engage your students and staff
  - Senior management buy in <u>is important</u>
- Make sure that your sample data is correct
- Add in accurate "Faculty" and "Campus" information so that you can use Tableau to generate internal reports

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Engage your people …

- Presentations: Senior Management, Facilities Dept, Faculties.
- Distribute Reports to relevant staff using Tableau
- Workshops or focus groups with students and/or staff
- Champions in faculties
- Researchers – write or collaborate on papers (good for young researchers), could be a collaborative project with research students
- Build into planning processes and ensure alignment with faculty or department operational plans
- Go to big first year lectures in problem response rate areas
- Demonstrate that you are "listening" and "acting"
- OVER TO YOU!!
- Don't leave it to the last minute!

Preparation for 2016-2017 GOS

- **Start now** with students finishing their course mid year!

- Contact the QILT team for advice on how to engage your students and graduates.

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