

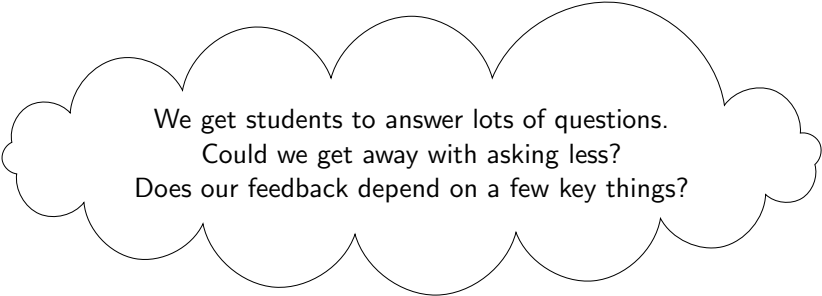
Student feedback: What do students really rate when they fill out questionnaires?

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Motivation



We get students to answer lots of questions.
Could we get away with asking less?
Does our feedback depend on a few key things?

Data investigated

- ▶ Student feedback from 2013/14
- ▶ Over 2500 responses from 54 modules
- ▶ Questionnaires (paper) distributed out in a lecture towards the end of a module
- ▶ 17 statements on (definitely disagree, mostly disagree, neither a/d, mostly agree, definitely agree) scale
- ▶ Statements aligned to NSS
- ▶ Consider % of students who at least 'agreed'

The questionnaire



Appendix 1 - Cardiff University Module Evaluation

Module Code: XXXXXX

Module Title: XXXXXXX

For each statement, show the extent of your agreement or disagreement by putting a tick in the one box that best reflects your current view of the module. Your responses to all questions are anonymous.

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
Teaching and academic support						
1. I had a good idea of what to expect from this module.						
2. The teaching staff were good at explaining things.						
3. I was able to contact teaching staff when I needed to.						
4. The module inspired interest and was intellectually stimulating.						
5. The module met my expectations in terms of the knowledge I have gained.						
6. I feel confident in communicating the knowledge I have gained on the module.						
7. The module has helped my personal development by improving my employability skills (e.g. presentation skills, communication skills).						
Resources and learning environment						
8. The range of the module's resources (on Learning Central and/or in paper form) has effectively supported my learning.						
9. Reading materials (books, journals, etc.) for this module were readily accessible.						
10. The teaching rooms used for this module were suitable for the style of delivery.						
Assessment						
11. I had a clear sense of what is required of me in the assessment/s for this module.						
12. The criteria used to mark my work were made clear in advance.						
13. Feedback on my marked work was provided within the specified timeframe.						
14. Feedback has helped me to clarify things I did not understand.						
Organisation and management						
15. The module has been well organised.						
16. Any changes in the module or teaching were communicated effectively.						
Overall satisfaction						
17. Overall, I am satisfied with the quality of this module.						

Initial analysis: response rate

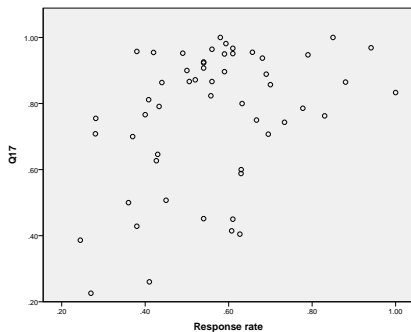


Figure : Overall quality against response rate

Correlation: 0.386

If the missing students did turn up, would the score go up, or down?

Linear regression:

$$Q17 \approx 0.5 + 0.5 \text{ Response rate}$$

But are the missing students likely to be your biggest fans?

Initial analysis: response rate

Response rate had a significant positive correlation with all but two statements on our questionnaire.

There was no significant correlation between response rate and:

- ▶ Q12: criteria used to mark my work were made clear in advance
- ▶ Q13: feedback on my marked work was provided within the specified timeframe

Overall quality

Statements with highest correlation with overall quality (Q17):

Q1	Good idea what to expect	0.83
Q2	Good at explaining	0.87
Q5	Met my expectation	0.84
Q15	Module well organised	0.91

Factor analysis

- ▶ Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors.
- ▶ For example, it is possible that variations in 17 observed variables mainly reflect the variations in three unobserved variables (or factors).

Our findings

1. Responses to the 17 questions can be reduced to 3 factors.
2. Factors are in decreasing order of importance.
3. Items within factors are in decreasing order of importance.

Factor 1

- Q5 met my expectation
- Q17 overall quality
- Q2 lecturer good at explaining
- Q6 improved my confidence in communicating
- Q4 module was inspiring
- Q1 I had a good idea of what to expect
- Q15 module was well organized
- Q11 I had a clear sense of the assessment
- Q16 changes communicated effectively

What this means

1. All these questions are highly correlated.
2. Not much extra value obtained by asking all of these questions.
3. Items within factors are in decreasing order of importance.
4. This factor is about expectations and quality.

Factor 2

- Q9 reading materials available
- Q8 range of resources available helped
- Q10 teaching rooms were fine
- Q3 contact staff when I needed

What this means

1. All these questions are highly correlated.
2. Not much extra value obtained by asking all of these questions.
3. Items within factors are in decreasing order of importance.
4. This factor is about resources.

Factor 3

Q13 feedback given in time

Q14 feedback helped me

Q12 feedback criteria made available in advance

What this means

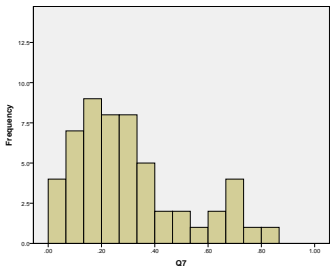
1. All these questions are highly correlated.
2. Not much extra value obtained by asking all of these questions.
3. Items within factors are in decreasing order of importance.
4. This factor is about feedback.

Implications

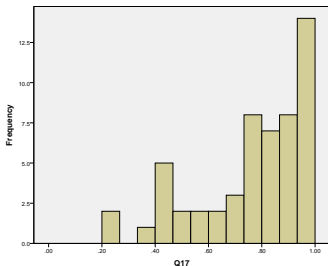
- ▶ 75% of the variation in responses is explained by these three factors.
- ▶ It suggests that you would get nearly as much information by instead of asking agreement for 17 statements, ask something like these instead:
 1. Overall, I was satisfied with the quality of the module (Q17 as it stands)
 2. Overall, I was satisfied with the resources that were available.
 3. Overall, I was satisfied with the feedback that was given to me.

The missing statement...

- ▶ All the statements belonged to at least one factor.
- ▶ One statement stood out as 'not belonging' to any of the previous categories.
- ▶ Q7: The module has helped my personal development by improving my employability skills.



(a) Q7



(b) Q17

Thanks for listening!

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