

# Reintroducing Module Evaluation Questionnaires (MEQs)

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# Background

- 1990's – 2013 University OMR MEQ Service
- 2011/12 – MEQ review Including pilot of Online MEQs
- 2013 – MEQs withdrawn and replaced by level based surveys and continuous dialogue with students.

# 2011-12 Pilot

- Existing tools end of life
- Students over-surveyed
- Timing issues with surveys
  - Last week of teaching
  - Some significant periods of elapsed time before results were obtained.
- Difficulties in encouraging staff and students to participate in the MEQ process.
- inconsistency across in how the MEQ results/feedback were disseminated.

# MEQs withdrawn

# March 2017 process

- Decision taken in January 2017 to reintroduce MEQs
- MEQ Working Group agreed the questions (10 Quant + 2 Qual)
- Given timescales opted for paper surveys
- Weeks 9 & 10 ~ 27<sup>th</sup> February – 17<sup>th</sup> March 2017 – University wide pilot using Blue and Paper surveys
- Paper surveys printed and distributed to Faculty Student Offices across the University
- Completed forms returned Faculty Student Offices, and then forwarded to a central point for scanning.
- Module leaders emailed via Blue with a link to their MEQ reports.

# Outcomes in numbers

- 869 Modules returned and scanned
- 18,223 survey responses received
- 25.2% response ratio
- 50% responses included qualitative feedback
- 780 Modules reports generated

# Outcomes /2

–Summary table for all modules ranked by overall mean score to Education Committee.

**$\Rightarrow 4.5$**

**$\Rightarrow 3.5$**

| Overall Mean |           |           |           |           |           |           |           |           |            |              |              |              | %Response |     |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------------|--------------|--------------|-----------|-----|
| Q1 - Mean    | Q2 - Mean | Q3 - Mean | Q4 - Mean | Q5 - Mean | Q6 - Mean | Q7 - Mean | Q8 - Mean | Q9 - Mean | Q10 - Mean | Overall Mean | Response No. | %Response    |           |     |
| 4.87         | 4.87      | 4.73      | 4.8       | 4.73      | 4.73      | 4.8       | 4.73      | 4.6       | 4.6        | 4.75         | 15           | 83           |           |     |
| 4.63         | 4.75      | 5         | 5         | 5         | 4.5       | 4.63      | 4.75      | 4.25      | 4.88       | 4.74         | 8            | 36           |           |     |
| 4.85         | 4.73      | 4.88      | 4.92      | 4.81      | 4.65      | 4.62      | 4.77      | 4.46      | 4.65       | 4.73         | 26           | 67           |           |     |
| 4.64         | 4.68      | 4.73      | 4.82      | 4.82      | 4.64      | 4.73      | 4.77      | 4.68      | 4.82       | 4.73         | 22           | 73           |           |     |
| 4.71         | 4.57      | 4.71      | 4.86      | 4.71      | 4.71      | 4.86      | 5         | 4.29      | 4.86       | 4.73         | 7            | 50           |           |     |
| 4.5          | 4.81      | 4.94      | 4.94      | 4.44      | 4.75      | 4.88      | 4.63      | 4.69      | 4.69       | 4.73         | 16           | 47           |           |     |
| 5            | 5         | 4.6       | 4.8       |           |           |           |           |           |            |              |              |              |           |     |
| 4.71         | 4.86      | 4.86      | 4.93      |           |           |           |           |           |            |              |              |              |           |     |
| 4.5          | 4.5       | 5         | 4.94      |           |           |           |           |           |            |              |              |              |           |     |
| 4.83         | 4.65      | 4.83      | 4.96      |           |           |           |           |           |            |              |              |              |           |     |
| 4.92         | 4.83      | 4.92      | 4.92      |           |           |           |           |           |            |              |              |              |           |     |
| 4.71         | 4.71      | 4.43      |           |           |           |           |           |           |            |              |              |              |           |     |
| Faculty      |           |           |           |           |           |           |           |           |            |              |              |              |           |     |
|              | Q1 - Mean | Q2 - Mean | Q3 - Mean | Q4 - Mean | Q5 - Mean | Q6 - Mean | Q7 - Mean | Q8 - Mean | Q9 - Mean  | Q10 - Mean   | Overall Mean | Response No. |           |     |
| FADA         | 4.29      | 4.06      | 4.53      | 4.74      |           | 4.32      | 3.58      | 4         | 4.12       | 3.79         | 4.45         | 4.19         | 34        | 71  |
| FASS         | 4.29      | 4         | 4         | 4.43      |           | 4         | 4.14      | 4         | 4.43       | 4.14         | 4.43         | 4.19         | 7         | 78  |
| FADA         | 4.47      | 4         | 4.53      | 4.74      |           | 4.11      | 4         | 3.47      | 4.26       | 3.84         | 4.42         | 4.18         | 19        | 11  |
| SEC          | 3.67      | 3.83      | 5         | 4.67      |           | 4.17      | 4         | 4.83      | 4.17       | 3.5          | 4            | 4.18         | 6         | 100 |
| FASS         | 3.93      | 4.37      | 4.3       | 4.33      |           | 4.04      | 4.04      | 4.31      | 4.33       | 4            | 4.19         | 4.18         | 27        | 87  |
| HSCE         | 4.3       | 4.34      | 4         | 4.66      |           | 3.92      | 4.18      | 4.5       | 4.11       | 3.45         | 4.36         | 4.18         | 39        | 72  |
| FBL          | 4.25      | 4.25      | 3.63      | 4.5       |           | 3.88      | 4.13      | 3.88      | 4.38       | 4.29         | 4.63         | 4.18         | 8         | 53  |
| FBL          | 4.23      | 4.07      | 4.02      | 4.44      |           | 4.12      | 4.16      | 4.3       | 4.19       | 4.12         | 4.16         | 4.18         | 43        | 65  |
| SEC          | 4.32      | 4.2       | 4.28      | 4.36      |           | 4.08      | 4.4       | 3.92      | 4.16       | 4.04         | 4.04         | 4.18         | 25        | 49  |
| SEC          | 4.25      | 3.91      | 4.25      | 4.58      |           | 4.25      | 4.17      | 4         | 4.36       | 3.67         | 4.33         | 4.18         | 12        | 80  |
| FASS         | 4.67      | 3.78      | 4.67      | 4.89      |           | 4.11      | 3.67      | 4.67      | 3.75       | 3.44         | 4.11         | 4.18         | 9         | 60  |
| SEC          | 4.23      | 4.23      | 4.15      | 4.69      |           | 3.92      | 3.92      | 4.15      | 4.08       | 4.15         | 4.23         | 4.18         | 13        | 48  |
| FADA         | 4.24      | 3.88      | 4.44      | 4.74      |           | 4.35      | 3.7       | 4         | 4.18       | 3.65         | 4.56         | 4.17         | 34        | 71  |

# Further Reports

- Department, Faculty and University aggregate reports
- Summary reports for each Faculty
- Modules with zero responses or not completed

# Lessons learnt

- Paper surveys did carry a significant resource overhead
- Use of ticks, highlighters, squiggles in the general area
- Limitations on the analysis of qualitative responses.
- Overheads in generating module lists and numbers
- Issues with accessing reports as we did not implement authentication
- Module leaders asked to provide feedback in class / via the VLE, but difficult to quantify where this happened.
- Some issues with colour coded ranked tables
  - Statistical significance
  - Modules introducing innovative practice

## However

- Significant positive response
- Some students wrote extensive responses (turning the page and continue to write!)
- Decision taken to continue with MEQs and do this primarily online.

# 2017/18

- Agreed go live date November 2017 with the main survey window March 2018.
- Teaching Week 9 & 10
- Integrate with Authentication and SIS, but manual upload of MEQ release dates
- Module lists circulated to each Faculty
- Integrated with Canvas VLE ( though semi manual approach initially)
- Partner Colleges via Paper
- Agreed to an ‘orchestrated’ approach

# Orchestrated approach

- Briefing guide and PowerPoint for all module leaders
- Set of agreed statements to conveyed to students
- Student created video introducing MEQs
- Staff asked to find a slot in class
- Staff to leave class for 15 mins.
- Use of course representatives
- 140 modules run with MEQs in November
  - Publicity only via the module leader
  - VLE links only in those modules running MEQs in November



# March 2018 – 1200+ modules

- Full LTI integration enabled
- University wide publicity – Plasma screens, Intranet, VLE
- Blue generated emails to students and module leaders
- Partner Colleges via paper surveys – scanned locally
- Interim completion rates circulated to Faculties.

TB1\_17

  
Account

  
Dashboard

  
Modules

  
Calendar

  
Inbox

  
Help

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Syllabus

Units

Chat

Collaborations

Badges

My Module Evaluations

MEQ Reports

# VLE Integration

## My Module Evaluations

**Introductory Mathematics (YY4111\_All\_TB1\_17)**  
**Status:**                      **End Date:**

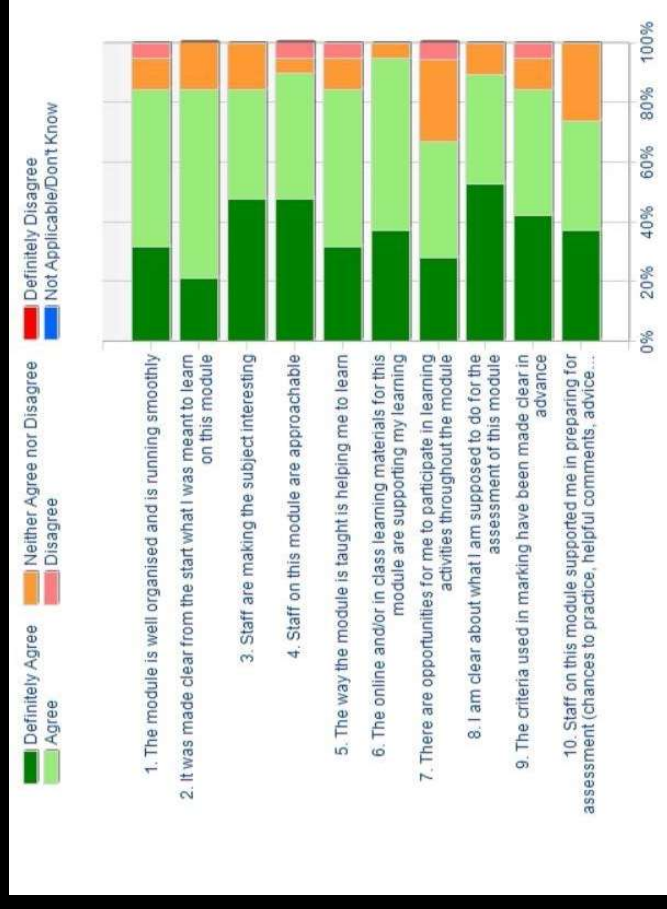
**Geomorphology I (YP4111\_All\_TB1\_17)**  
**Status:**                      **End Date:**

# March Outcomes

- 1271 modules scheduled online
- 15,636 responses
- Accounting for 6,000 unique students
- 844 MEQ reports generated
- 75% of student responses contained qualitative feedback
- Response rate of 32%
- Student and staff reports automatically populated into VLE modules within 3-4 hours of the surveys closing
  - Minimum threshold of 5 students

# Reports

—Staff and student reports similar except the student version excluded comments and comparisons (Department and Faculty averages)



# Best things

examples instructions teaching assistant presentations professor learning experience concepts topics class comprehension readings knowledge discussion

evaluation office hours teaching assistant technology discussions lectures expectations/objectives

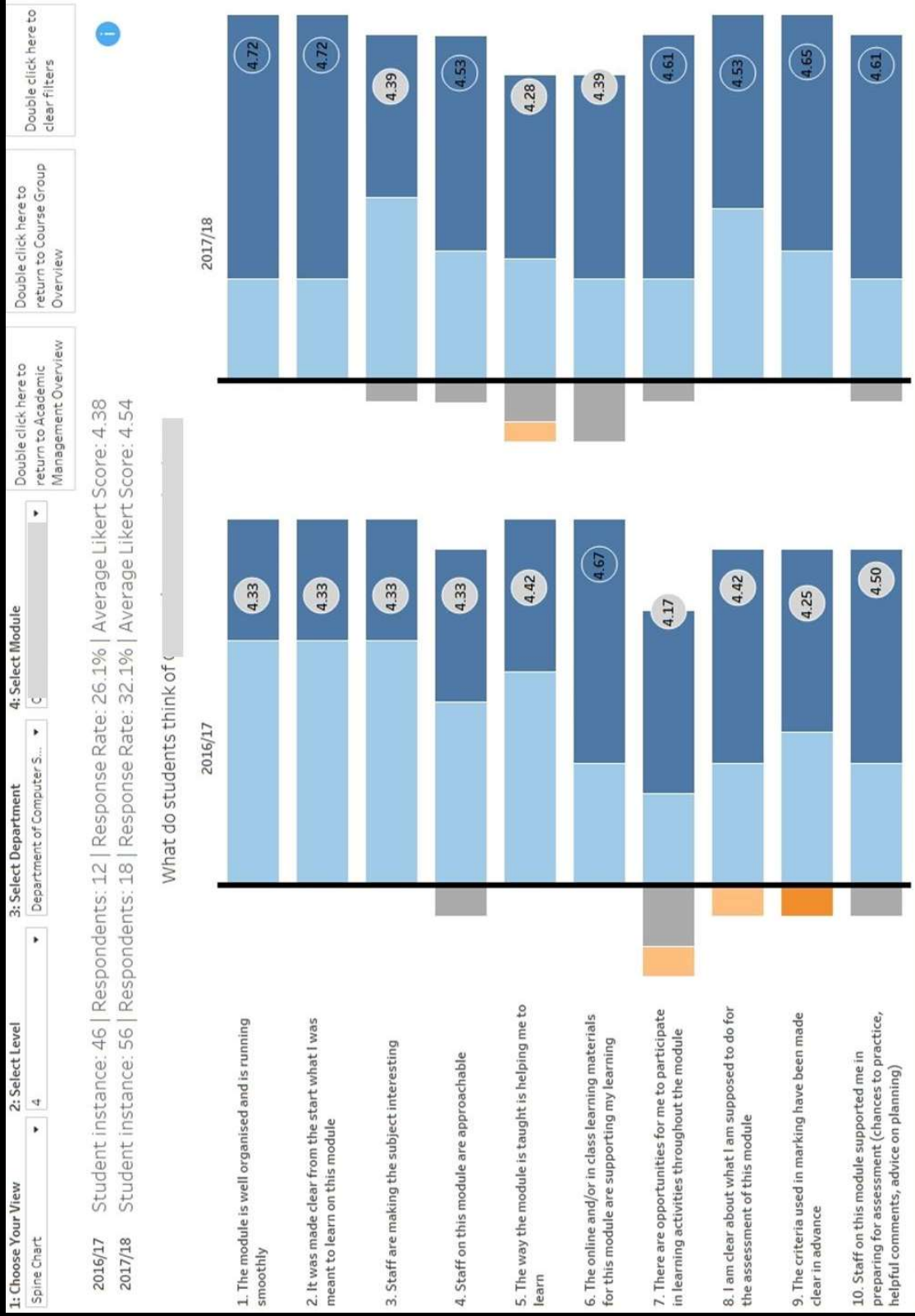
# Improve

# Summary Report

–Summary table listing all modules ranked by standard deviation and not colour coded

# Data Warehouse

- Raw data passed to the KU Data Warehouse
- Tableau Dashboards (Strategic Planning and Data Insight Department).
- Dashboards accessible by all staff including showing top 5 and bottom 5 modules for each level.



## Kingston University: MEQs - Course Group Overview

The Course Group Overview Dashboard is intended for use by the course group leaders, so that they may assess how individual modules in their respective course group are performing

1: Choose Your View  
Spine Chart

2: Select Level  
(All)

3: Select Course Group  
[...]

4: Select Question/s  
2. It was made clear fr...

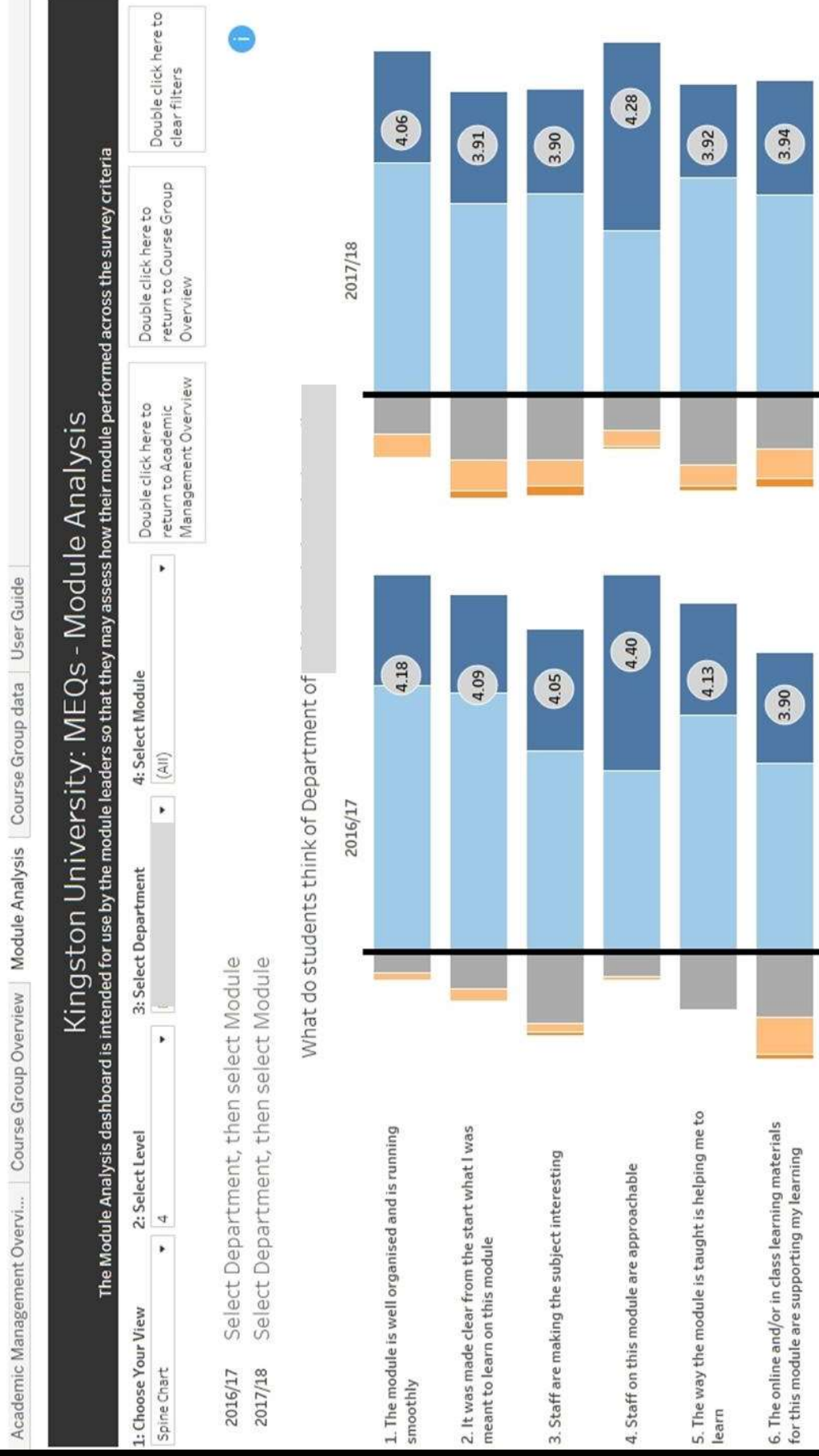
Relevance FPE  
5

Double click here to clear filters

2016/17 Courses (click for details): 3 | Student-module enrolments: 75 | Response Rate: 42.3% | Average Likert Score: 4.03  
2017/18 Courses (click for details): 4 | Student-module enrolments: 438 | Response Rate: 29.5% | Average Likert Score: 3.91

### Module Data for Course Group First Degree [REDACTED]

|  | 2016/17 | 2017/18 | 2016/17 | 2017/18 |
|--|---------|---------|---------|---------|
|  |         |         | 171     | 52      |
|  |         |         | 66      | 11      |
|  |         |         | 65      | 12      |
|  |         |         | 88      | 16      |
|  |         |         | 165     | 54      |
|  |         |         | 369     | 15      |
|  |         |         | 130     | 6       |
|  |         |         | 197     | 54      |
|  |         |         | 159     | 54      |
|  |         |         | 209     | 54      |
|  |         |         | 109     | 19      |
|  |         |         | 16%     |         |



# Statistical Analysis

- Two sample tests used to compare aggregate data between 2017 & 2018
- Weak but significant –ve correlation between module size and mean MEQ score
- Weak but Significant +ve correlation between mean score and completion %.

# Annual Monitoring and Enhance Process

–MEQ results are pre-populated into Module Enhancement Plans

# Issues

- Should the MEQ be distributed before the end of the module?
- Staff being named in qualitative feedback & issues of etiquette
- Should staff be identified?
- Students concerned about anonymity
- Support issues ~ MEQs scheduled at the wrong time, students on placements, further analyses, staff clicking on the VLE MEQ link
- Handling ‘ALL’ occurrences

# Summary

- Rich set of qualitative and quantitative information for module and course teams.
- Importance of local context in interpreting the MEQ reports
- Care needs to be taken with aggregate data and extrapolating from individual module reports.
- Importance of rapid feedback ~ discussed with students prior to the end of the module.
- MEQs ongoing

# 2018/19

- Automate the service as far as possible
- MEQ start date for each module recorded in SIS
- Move to deep integration / connector
- Drop paper surveys unless a very specific reason
- Include Course aggregate reports
- Enhance qualitative analysis
- Continue with no optional questions

# Collaborative

- Led by Learning and Teaching Enhancement Centre
- Academic Registry
- Information & Technology Services
- Strategic Planning and Data Insight
- Faculties via the MEQ Working Group
- Explorance

- Why?
- Not identifying staff on teaching team
- No staff specific questions
- Next year – enhanced guidance to students. Incl how incorporated in MEPs
- Reports to students, plus responses, before the end of the module
- Use of Box
- Process – data feeds, faculty checks, partner colleges, week 9
- LTEC & I&TS
- Working group
- 4.5 threshold
- No choice in questions
- Mid- module review / L4 survey
- MEQ questions



# Any Questions?