

Reporting MEQ Outcomes An evolving approach

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Background – Reintroduction of MEQs

- Decision taken in January 2017 to reintroduce MEQs
- 10 Quantitative + 2 Qualitative questions
- March 2017 – University using Blue and Paper surveys
- November 2017 to July 2018 – Primarily online surveys
- September 2019 – All online surveys

March 2018 – 1200+ modules

- 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.


March 2018 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

2018/19

Kingston University London

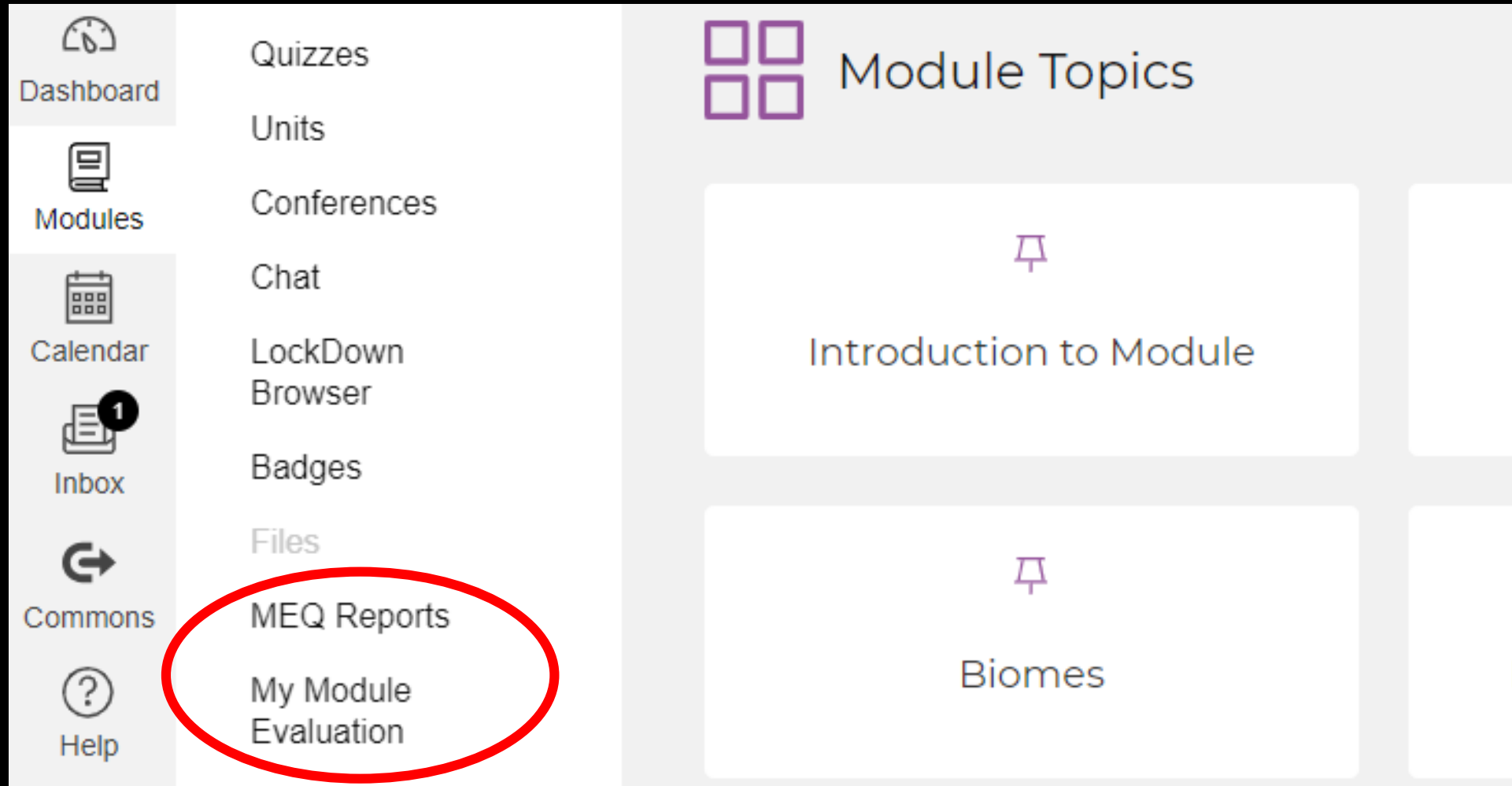
Let us know what you really think
Provide feedback on your modules
Anonymously **via MEQs**



MEQ - Module Evaluation Questionnaire

Marketing running – Plasma screens and University buses

VLE Integration



The screenshot displays a VLE interface. On the left is a sidebar menu with icons and labels for various functions: Dashboard (clock icon), Modules (book icon), Calendar (calendar icon), Inbox (envelope icon with a red circle containing the number 1), Commons (circular arrow icon), and Help (question mark icon). To the right of the sidebar is a list of menu items: Quizzes, Units, Conferences, Chat, LockDown Browser, Badges, Files, MEQ Reports, and My Module Evaluation. The items 'MEQ Reports' and 'My Module Evaluation' are grouped together and circled in red. The main content area on the right is titled 'Module Topics' with a 2x2 grid icon. It contains two large white boxes, each with a purple pushpin icon. The top box is labeled 'Introduction to Module' and the bottom box is labeled 'Biomes'.

Dashboard

Modules

Calendar

Inbox

Commons

Help

Quizzes

Units

Conferences

Chat

LockDown Browser

Badges

Files

MEQ Reports

My Module Evaluation

Module Topics

Introduction to Module

Biomes

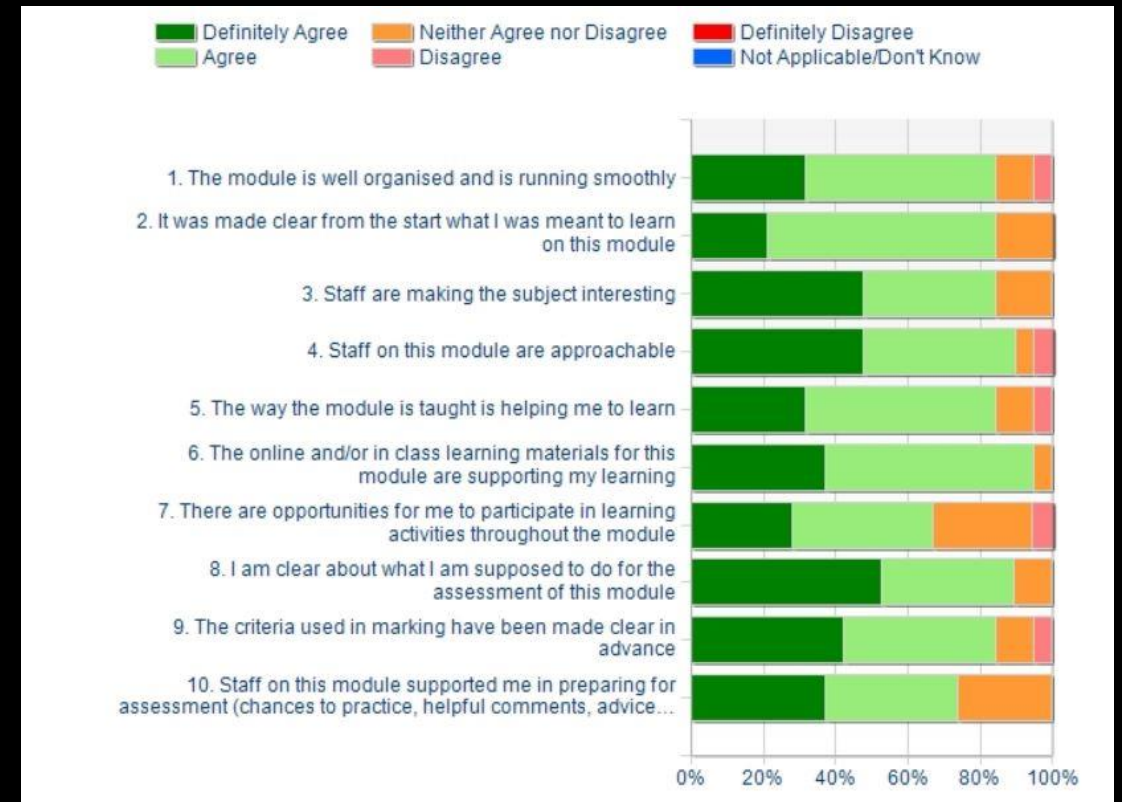
Orchestrated approach

- 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 requested to leave class for 15 mins.
- Use of course representatives

**What are the Module Evaluation
Questionnaires (MEQs)?**

Module Reports

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



Further Reports

- Department, Faculty and University aggregate reports
- Summary reports for each Faculty
- Modules with zero responses or not met threshold
- Custom Reports

Summary Report for all Modules 2016/17

Summary table ranking all modules by their mean overall score.

Colour coded

=> 4.5

=< 3.5

Q1 - Mean	Q2 - Mean	Q3 - Mean	Q4 - Mean	Q5 - Mean	Q6 - Mean	Q7 - Mean	Q8 - Mean	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	4.29	4.06	4.53	4.74	4.32	3.58	4	4.12	3.79	4.45	4.19	34	71
4.63	4.75	5	5	5	4.5	4.63	4	4.29	4	4	4.43	4	4.14	4	4.43	4.14	4.43	4.19	7	78
4.85	4.73	4.88	4.92	4.81	4.65	4.62	4	4.47	4	4.53	4.74	4.11	4	3.47	4.26	3.84	4.42	4.18	19	11
4.64	4.68	4.73	4.82	4.82	4.64	4.73	4	3.67	3.83	5	4.67	4.17	4	4.83	4.17	3.5	4	4.18	6	100
4.71	4.57	4.71	4.86	4.71	4.71	4.86	4	3.93	4.37	4.3	4.33	4.04	4.04	4.31	4.33	4	4.19	4.18	27	87
4.5	4.81	4.94	4.94	4.44	4.75	4.88	4	4.3	4.34	4	4.66	3.92	4.18	4.5	4.11	3.45	4.36	4.18	39	72
5	5	4.6	4.8	4.6	4.8	5	4	4.25	4.25	3.63	4.5	3.88	4.13	3.88	4.38	4.29	4.63	4.18	8	53
4.71	4.86	4.86	4.93	4.71	4.43	4.79	4	4.23	4.07	4.02	4.44	4.12	4.16	4.3	4.19	4.12	4.16	4.18	43	65
4.5	4.5	5	4.94	4.63	4.38	4.6	4	4.32	4.2	4.28	4.36	4.08	4.4	3.92	4.16	4.04	4.04	4.18	25	49
4.83	4.65	4.83	4.96	4.78	4.35	4.55	4	4.25	3.91	4.25	4.58	4.25	4.17	4	4.36	3.67	4.33	4.18	12	80
4.92	4.83	4.92	4.92	4.92	4.54	4.46	4	4.67	3.78	4.67	4.89	4.11	3.67	4.67	3.75	3.44	4.11	4.18	9	60
4.71	4.71	4.43	5	4.71	3.86	4.83	4	4.23	4.23	4.15	4.69	3.92	3.92	4.15	4.08	4.15	4.23	4.18	13	48
								4.24	3.88	4.44	4.74	4.35	3.7	4	4.18	3.65	4.56	4.17	34	71

Summary Report for all Modules 2017/18

- Colour coding was problematic
- Staff suggestion to rank by standard deviation from the overall university mean.

Q5 Mean	Q6 Mean	Q7 Mean	Q8 Mean	Q9 Mean	Q10 Mean	InvitedCount	No. Responses	Response%	Overall Mean	SD from the Mean
5	5	5	5	4.71	4.86	7	7	100	4.96	2.23
4.8	4.6	4.8	5	5	5	7	5	71	4.92	2.15
5	4.8	5	4.8	5	5	23	5	22	4.90	2.10
4.91	4.73	4.82	4.82	4.73	4.82	20	11	55	4.82	1.93
4.75	4.5	4.88	4.75	5	4.75	15	8	53	4.78	1.83
5	4.33	4.67	4.67	4.5	5	14	6	43	4.77	1.81
4.7	4.8	4.8	4.6	4.67	4.6	31	10	32	4.77	1.81
4.88	4.88	5	4.38	4.88	4.75	57	8	14	4.77	1.81
4.83	4.72	4.78	4.83	4.83	4.61	31	18	58	4.76	1.80
4.75	4.82	4.65	4.76	4.56	4.59	28	17	61	4.76	1.79
4.75	4.77	4.77	4.77	4.69	4.69	59	13	22	4.75	1.78
4.76	4.66	4.59	4.71	4.71	4.72	41	29	71	4.75	1.77
4.83	4.83	4.67	4.83	4.83	4.5	12	6	50	4.75	1.77
4.56	4.56	4.67	4.67	4.78	4.78	11	9	82	4.73	1.72

Additionally

– Comparison of 2016/17 vs 2017/18

2018 R%	2017 R%	2018 Ov Mean	2017 Ov Mean	Difference
79	68	4.327	4.644	-0.317
42	61	4.211	4.101	0.11
60	68	4.255	4.33	-0.075
32	49	3.986	3.755	0.231
64	57	4.559	4.43	0.129
20	39	3.993	3.967	0.026
38	51	4.036	3.987	0.049
44	41	4.111	4.162	-0.051
17	42	4	4.23	-0.23
38	53	4.12	4.182	-0.062
57	78	4.091	4.379	-0.288
68	68	4.102	4.432	-0.33
53	30	4.255	4.161	0.094

Statistical Analysis

- Wilcoxon test used to compare aggregate data between 2017 & 2018 (mixed and Faculty aggregated level)
- Weak but significant –ve correlation between module size and mean MEQ score (Spearman's Rank)
- Weak but Significant +ve correlation between mean score and completion %. (Spearman's Rank)

We noted

- Care needed to be taken with aggregated data and inferences drawn from it
- An individual MEQ report is informative for the module team knowing the local context but care needs to be taken without looking at trends and other metrics.
- Significant churn in MEQ Module rankings 2017 vs 2018

Summary Report for all Modules 2018/19

Reviewed our approach to consider issues raised in the literature:

- Comparisons between modules of different types, levels, sizes, functions, or disciplines
- Averaging Ordinal scale data
- Bias
- Internal consistency

(e.g. Boring, 2017; Clayson, 2018; Hornstein, 2017; Wagner et. al. 2016)

November 2018 Summary Report

2018/19 Overall Summary Statistics					2017/18 Overall Summary Statistics					Change		
Mean	Agree %	Neither %	Disagree %	Response %	Mean	Agree %	Neither %	Disagree %	Response %	Mean	Agree %	Change
4.4	87.1	8.7	3.7	47	4.7	98.8	0.6	0.6	28.7	-0.3	-11.7	18.3
3.2	52.7	13.1	31.9	18	3.0	44.7	16.7	37.0	16.0	0.2	8.0	2.0
4.1	85.0	13.8	0.0	16								
3.4	53.3	23.3	20.0	13	2.6	36.7	14.4	47.8	16.7	0.8	16.7	-3.7
4.5	98.9	1.1	0.0	90								
4.5	97.7	1.2	0.4	90	4.6	91.4	8.6	0.0	50.0	-0.1	6.3	40.0
3.9	74.7	16.3	8.5	78	4.1	85.0	13.8	1.3	11.9	-0.2	-10.3	66.1
4.5	95.0	5.0	0.0	75								
3.5	61.8	25.9	11.8	49	3.4	60.0	9.1	30.9	26.8	0.2	1.8	22.2
4.6	94.0	3.3	2.0	45	4.8	98.0	1.0	0.0	32.3	-0.2	-4.0	12.7
3.7	64.3	20.7	14.3	42	3.9	78.9	14.4	6.7	29.0	-0.2	-14.6	13.0
3.4	60.7	16.1	22.0	38	3.5	60.3	18.2	20.8	22.9	-0.1	0.4	15.1
2.9	46.0	18.0	34.0	16	3.3	53.5	21.9	24.6	72.2	-0.4	-7.5	-56.2

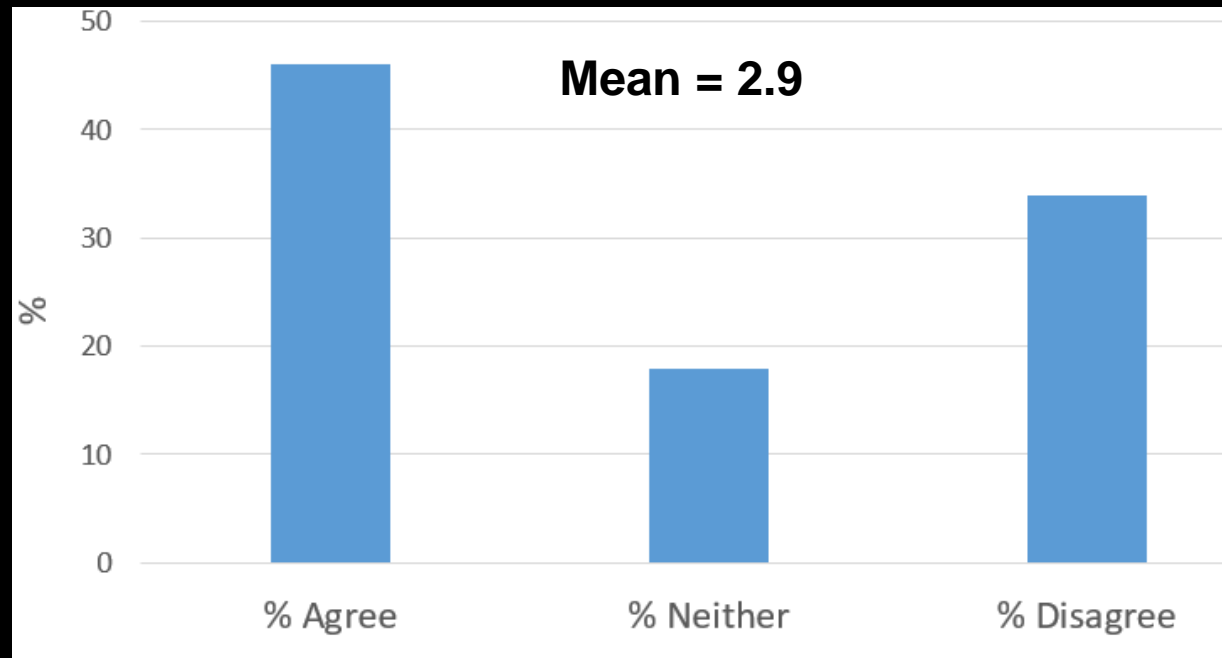
Sorted by Faculty, Level, Response rate

Ranking by % Agree

Rank by Mean	Rank by Agree %	Rank by Response
1	1	2
2	2	75
3	3	1
11	4	212
14	5	35
18	6	314
33	7	24
46	8	131
106	9	3
135	10	814
13	11	126
5	12	179
16	13	174
128	14	87
17	15	586
15	16	65
8	17	315
36	18	414
97	19	867
118	20	774
4	21	702

Frequency Distributions

- Request that staff also review the frequency distribution of their responses
- Is the distribution bimodal, and if so why?



Aggregating Questions to Themes

- Teaching
- Assessment
- Academic Support
- Organisation

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.
- Data aggregated with ability to drill down to module level

1: Choose Your View

Spine Chart

2: Select Level

4

3: Select Department

Department of Computer S...

4: Select Module

C

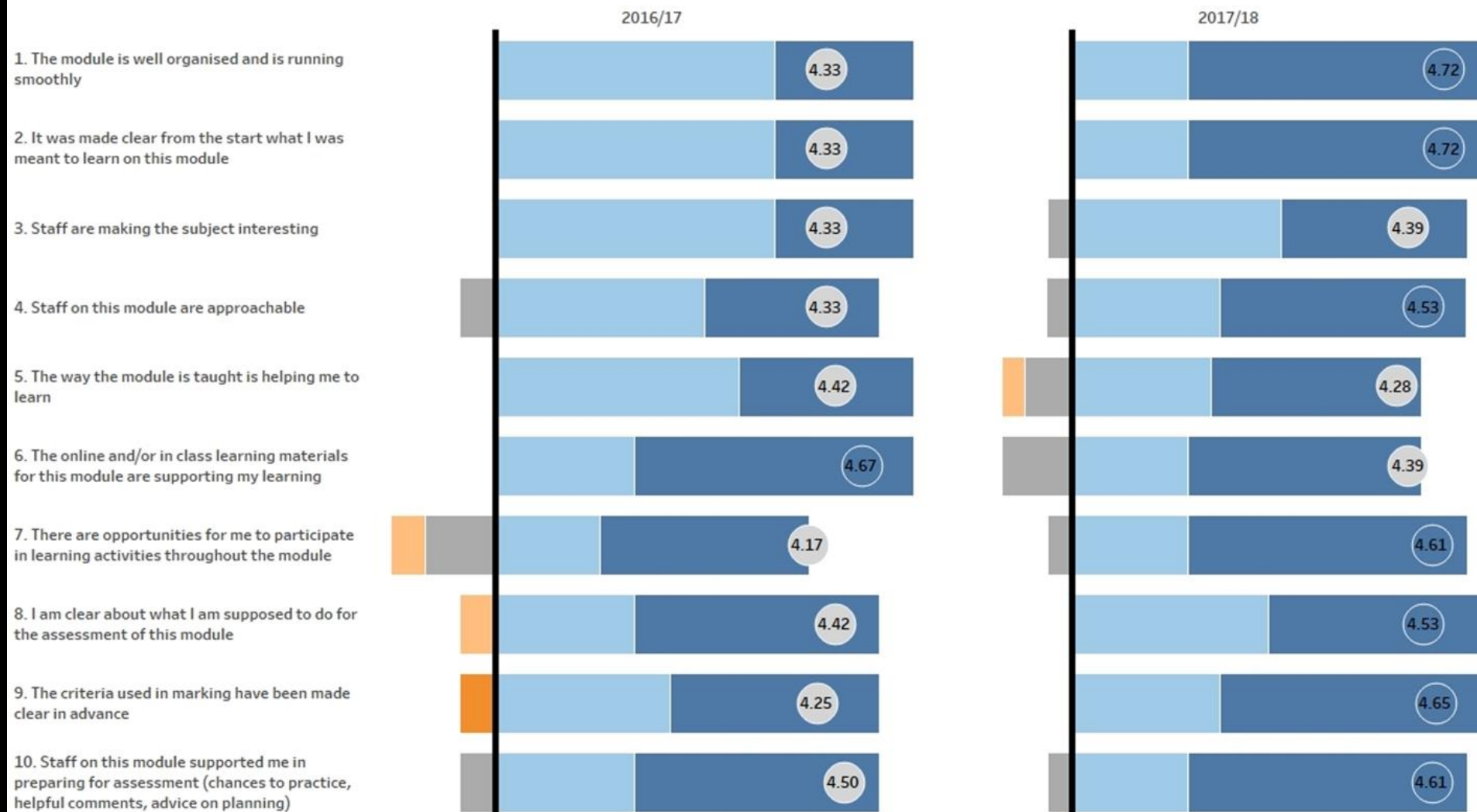
[Double click here to
return to Academic
Management Overview](#)
[Double click here to
return to Course Group
Overview](#)
[Double click here to
clear filters](#)

2016/17 Student instance: 46 | Respondents: 12 | Response Rate: 26.1% | Average Likert Score: 4.38

2017/18 Student instance: 56 | Respondents: 18 | Response Rate: 32.1% | Average Likert Score: 4.54



What do students think of



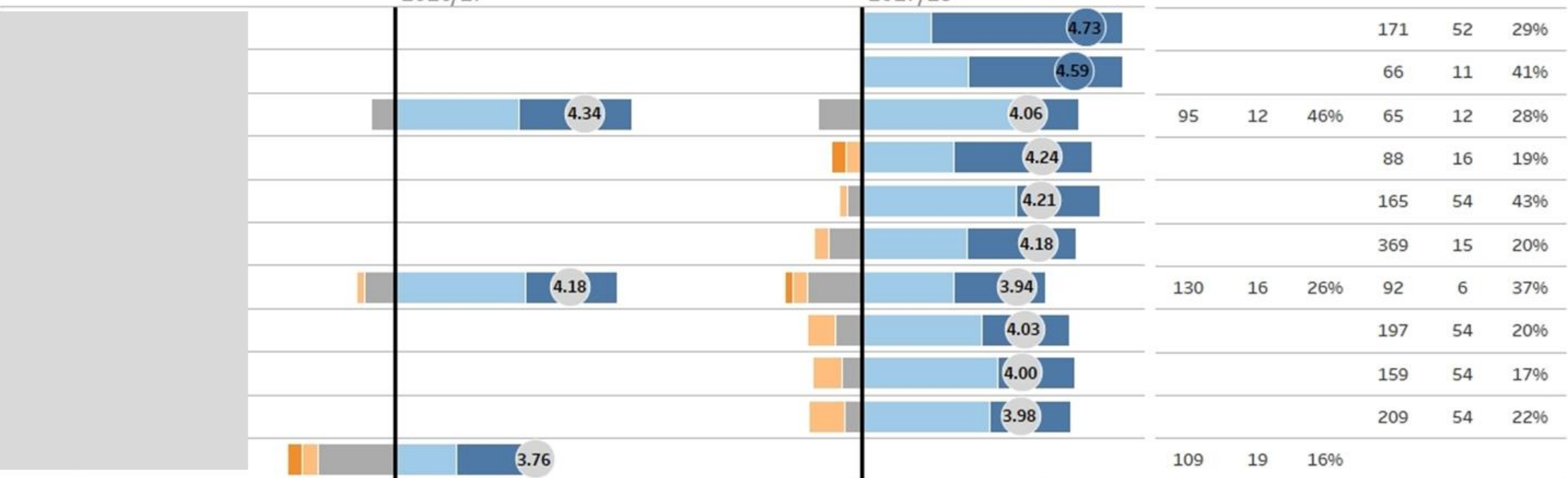
Kingston University: MEQs - Course Group Overview

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

Double click here
to clear filters



	2016/17	2017/18		2016/17	2017/18	
Max Enrolment	100	100	Response Rate	100	100	
Student-Modelling	100	100	Response Rate	100	100	
Response Rate	100	100	Response Rate	100	100	



Kingston University: MEQs - Module Analysis

The Module Analysis dashboard is intended for use by the module leaders so that they may assess how their module performed across the survey criteria

1: Choose Your View

Spine Chart

2: Select Level

4

3: Select Department

4: Select Module

(All)

Double click here to
return to Academic
Management Overview

Double click here to
return to Course Group
Overview

Double click here to
clear filters

2016/17 Select Department, then select Module

2017/18 Select Department, then select Module



What do students think of Department of

2016/17

2017/18

1. The module is well organised and is running smoothly

4.18

4.06

2. It was made clear from the start what I was meant to learn on this module

4.09

3.91

3. Staff are making the subject interesting

4.05

3.90

4. Staff on this module are approachable

4.40

4.28

5. The way the module is taught is helping me to learn

4.13

3.92

6. The online and/or in class learning materials for this module are supporting my learning

3.90

3.94

Annual Monitoring and Enhance Process

- MEQ results are pre-populated into Module Enhancement Plans
- Course Metrics dashboard

Average Mark element 3		Average Mark element 3 (excl F0(0), S and W)	
Module overall	68.29	68.29	

Module Evaluation Questionnaire								
	Mean	Count	Definitely Agree	Agree	Neither Agree nor Disagree	Disagree	Definitely Disagree	Non Applicable Don't know
			5	4	3	2	1	
1. The module is well organised and is running smoothly	4.50	10.00	50.00	50.0	n/a	n/a	n/a	n/a
2. It was made clear from the start what I was meant to learn on this module	4.80	10.00	80.00	20.0	n/a	n/a	n/a	n/a
3. Staff are making the subject interesting	4.60	10.00	60.00	40.0	n/a	n/a	n/a	n/a
4. Staff on this module are approachable	4.70	10.00	70.0	30.0	n/a	n/a	n/a	n/a
5. The way the module is taught is helping me to learn	4.40	10.00	40.0	60.0	n/a	n/a	n/a	n/a
6. The online and/or in class learning materials (e.g. StudySpace, handouts) for this module are supporting my learning	4.40	10.00	40.0	60.0	n/a	n/a	n/a	n/a
7. There are opportunities for me to participate in class activities throughout the module	4.50	10.00	50.0	50.0	n/a	n/a	n/a	n/a
8. I am clear about what I am supposed to do for the assessment of this module	4.50	10.00	50.0	50.0	n/a	n/a	n/a	n/a
9. The criteria used in marking have been made clear in advance	4.30	10.00	40.0	50.0	10.0	n/a	n/a	n/a
10. Staff on this module supported me in preparing for assessment (e.g. chances to practice, helpful comments, advice on planning)	4.40	10.00	50.0	40.0	10.0	n/a	n/a	n/a

5. Issues and Risks Log (complete for each issue or risk)

Issues & Developments

- When should the MEQ be distributed? – Focus Group feedback
- Staff being named in qualitative feedback & issues of etiquette
- Students concerned about anonymity
- GDPR
- 47% students completing MEQs via Mobile Devices
- Automation – Administration & Analysis
- Response rates – followed up with modules with high response rates.
- Feedback to Students
- Demographic analysis

Collaborative

- Led by Academic Systems & Evaluation Team
- Information & Technology Services
- Strategic Planning and Data Insight
- Academic Registry
- Faculties via the MEQ Working Group
- Student Course Representatives
- Explorance



Any Questions?