



**Northumbria
University**
NEWCASTLE



Disproportionate Results: How Small Changes are Leading to Big Gains

Since adopting Blue in 2019/20, Northumbria University have made a number of changes to increase survey engagement with surveys for both staff and students. This session highlights some of these changes, all of which have led to welcome enhancements to their Blue environments and evaluation processes.

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Quality and Teaching Excellence (Student Library and Academic Services)
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#TakeOnTomorrow

Northumbria University



- Northumbria University is based in Newcastle upon Tyne, North East of England.
- Around 30,000 students and 2,600 staff
- 4 Faculties and 24 Departments supported by centralised Professional Support Teams
- London and Amsterdam Campuses
- A number of franchise programmes at a number of overseas partners
- Distance Learning Programmes

Presentation aim

We have identified 10 areas where changes have made a positive impact to our module evaluation response rates or module evaluation experience.

1. Raising awareness - Module Evaluation Questionnaires

Staff buy-in is key

Covid has slowed down engagement with Academic staff. Some module evaluations did not take place during covid and pulse surveys were conducted instead

Module evaluation is now a core element of a new review process, Continuous Programme Performance Review (CPPR), within the university and surveys form a key component of this regulatory review process

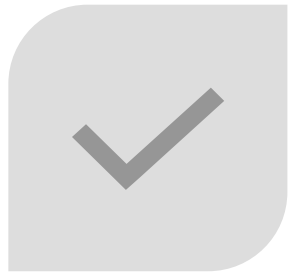
Module Evaluation Questionnaire (MEQ) Workshops

- How Blue Works
- Provided information the current module survey which is running
- What tools are available to staff to help with MEQs, e.g. audits, subject view management and response rate monitoring
- Raised awareness of emails which we send out

New Pro Vice Chancellor (Education)

- Holding departmental roadshows which include MEQs

2. New data policy and questions



New Module
Evaluation
Questionnaire
policy



New data
sharing policy



New internet
site



Agreed timeline of
when surveys
should be
delivered



Reduced
questions over
time



More stability in
the questions

3. Datasource Integrations



No Datasource Integration

Long lead in time required for surveys

More time spent cross-checking spreadsheets and waiting for them to update

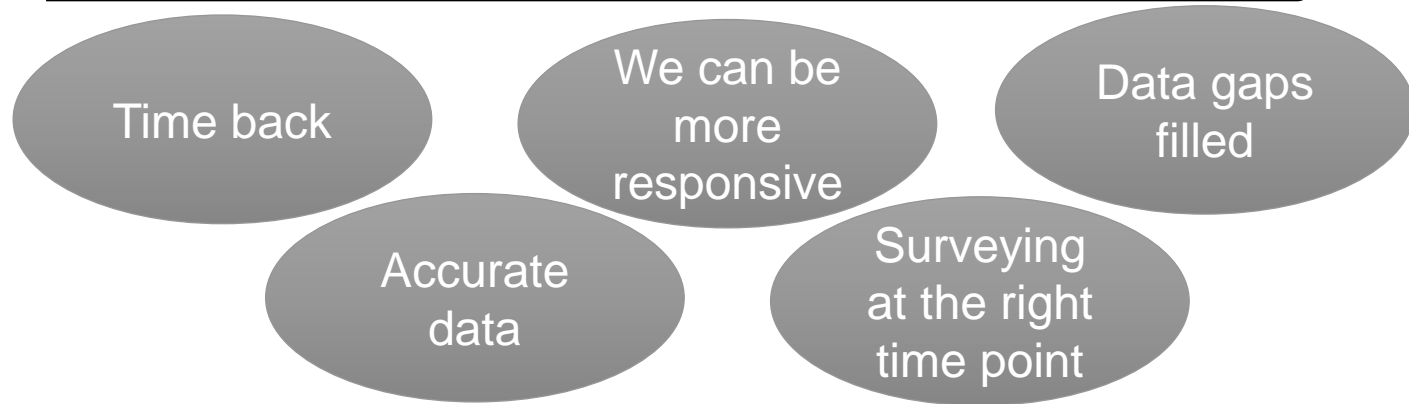
Data may not have been correct at the point of surveying

Students may have received a survey in error as data not up to date

Module Leader data would need to be manually changed on the system

	2019-20 SEM1	2020-21 SEM1	2020-21 SEM2	2021-22 SEM1
No of modules surveyed	2476	1432	1587	1106
No of surveys sent out	88837	86278	85252	66052
No of students surveyed	25558	27559	27559	26209

Datasource integration is a game changer!



4. Blackboard Ultra integration and popups



Integrate Blackboard Ultra with Explorance Blue using LTI

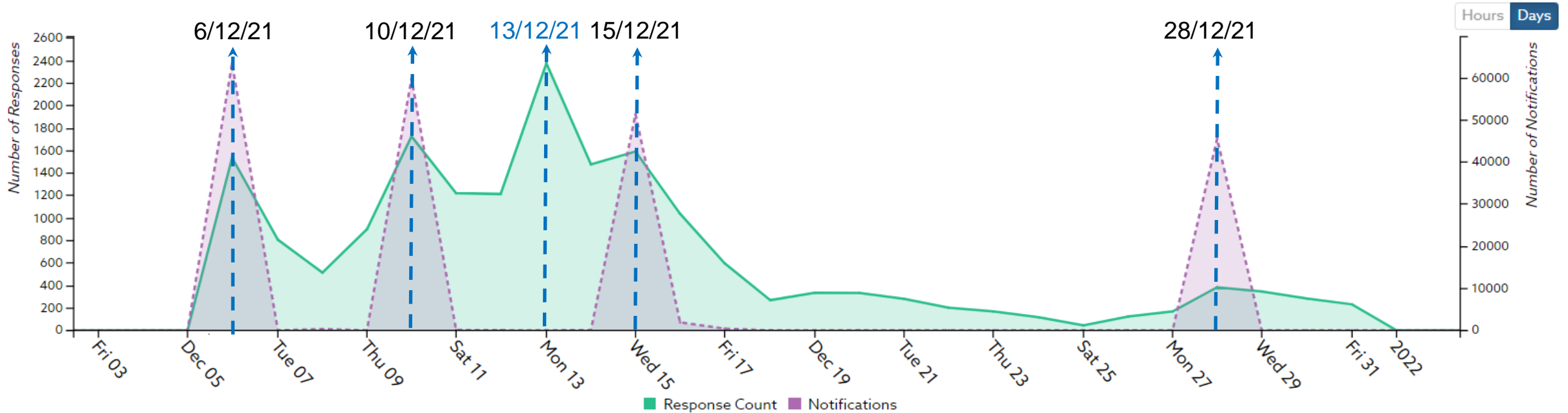
Blackboard Ultra pop-up messages were appearing on module pages and this was changed to appear upon any Blackboard Ultra log in

Messages in pop ups can be changed to increase urgency
“Fill out your surveys you must, may the fourth be with you!”

When the Blackboard Ultra pop-ups are not available, what happens to our student engagement with surveys?

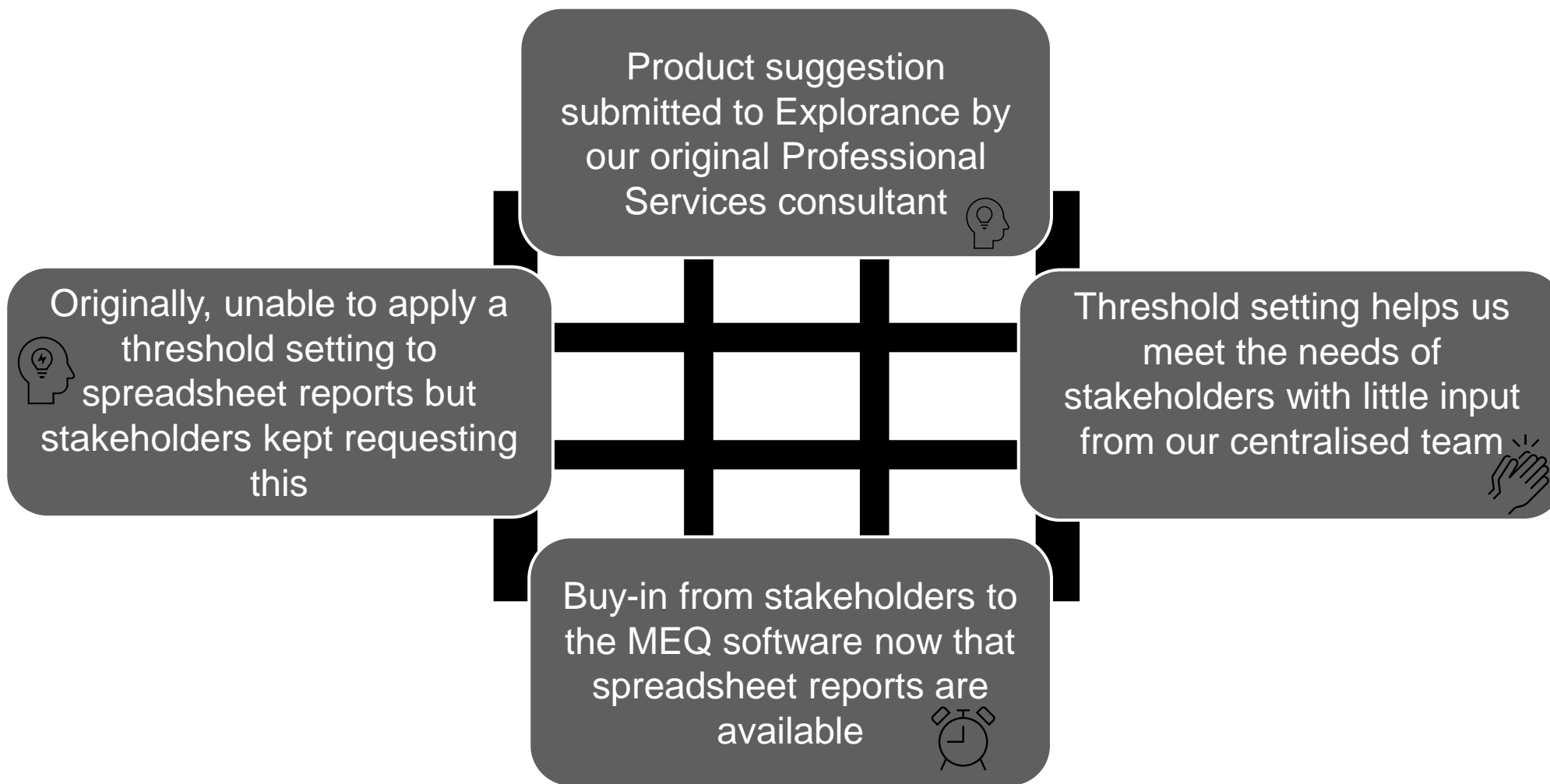
Response Analytics – SEM1 and YLSEM1

Progression Details



	Date	Notifications	Response Count
1	6 December 2021	63287	1533
2	10 December 2021	59662	1724
3	13 December 2021	No system notification	2371
4	15 December 2021	51243	1589
5	28 December 2021	45423	383

5. Spreadsheet Reports



6. Non-Standard Modules

Audit of
modules at
departmental
level

Subject View
Management
for Module
Leaders

Liaison with
Academic
Support Teams
to run bespoke
surveys

Non-standard modules:
trying to fix the problem of
when to survey

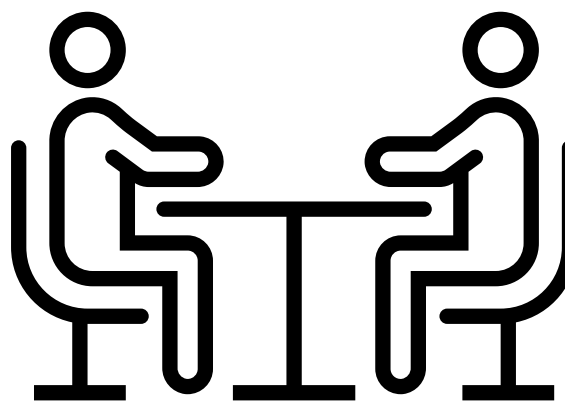
7. Academic Support Team Liaison

Partnerships and Campuses Team

London, Amsterdam campuses
and our Pearson Distance
Learning Delivery

Some modules run a term time
model instead of a semester
based model so timings for
surveys will be different for
these modules

2020/21 response rate – 22.4%
2021/22 response rate – 33.5%



Collaborative Ventures Team

Pilot of one franchise partner.

Collaborative working with the
partner: surveys promoted and
students engaged

Traditionally surveying franchise
partners has been challenging

2021/22 response rate – 21.9%

8. Different schedules in Blue 8.0

- Increased engagement from using different schedules in Blue
- Can add to schedules, change schedules which we have not been able to do before

Survey	2020/2021	2021/2022	2021/2022 Schedules	Benefits of separate surveys
Semester based survey MAV periods used	SEM1, YLSEM1, YL, SEM2, YLSEM2, TP1, TP2, TPYL, TP3, TPYLS1 18.6% response rate	SEM1, YLSEM1, YL SEM2, YLSEM2 27.3% response rate	Standard Non-standard Amsterdam joint degree	Able to increase engagement with our students as we are running module evaluation questionnaires at the correct time.
Term based survey MAV periods used	Did not run a separate survey 22.4% response rate	TP1, TP2, TPYL, TP3 TPYLS1 33.5% response rate	Teaching period one Teaching period two Teaching period three	Provide bespoke reports for each area we are running a project for.
Transnational Education (TNE)	Did not survey franchise partners	Pilot with one franchise partner 21.9% response rate	Semester one Semester two	

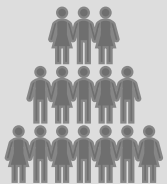
9. Closing the loop



2021/22 – first time we've delivered reports to students



Educational piece to students in the email which we sent out advising them of how valuable their feedback is



As part of our partnership with the Students' Union, SU Sabbatical Officer Reports have also been sent out at Undergraduate and Postgraduate taught level. These are very broad. Working in partnership with the Students' Union will help us increase student engagement with module surveys.

10. Evaluating Apprenticeships

EVALUATING HIGHER
AND DEGREE
APPRENTICESHIPS AT
THE UNIVERSITY

Students Programme
Evaluation

Important to capture
apprenticeship student voice
and their experience

Courses are regulated by
OFSTED

Employer Evaluation

Summary to making gains from small changes

Cultural changes

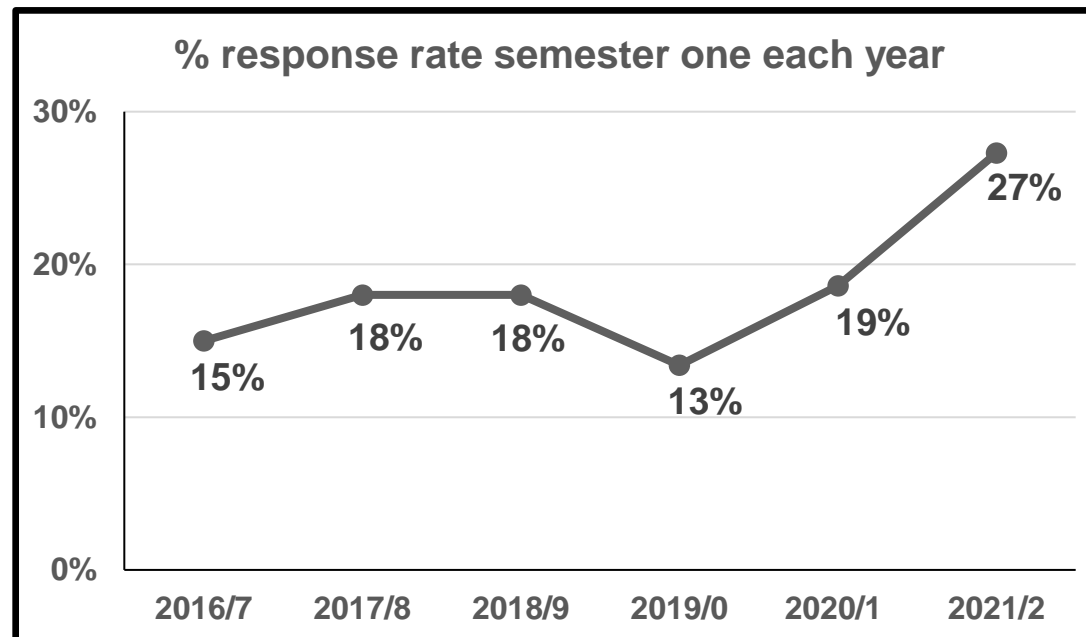
Raising awareness of module evaluation questionnaires

New data policy and questions

Academic support team liaison

Closing the loop back to students

Degree apprenticeships programme surveys



Technical changes

Module datasource integrations

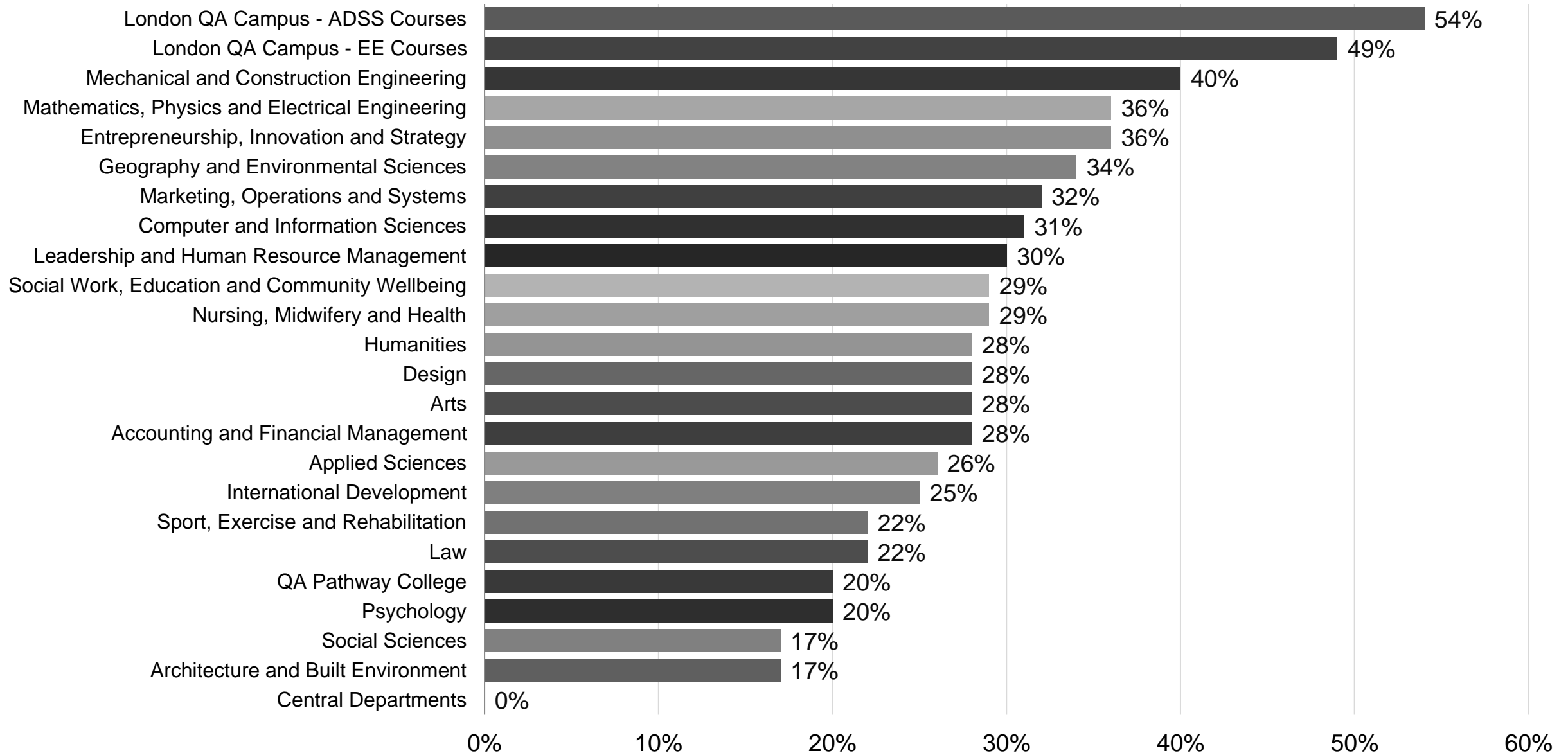
Module Blackboard integration and popups

Spreadsheet reports

Different schedules in Blue

Using subject view management to identify non-standard modules

Department Response rates, SEM1 and YLSEM1, 2021/2022





Integrating Explorance
Blue with our data
warehouse for
Continuous Programme
Performance Review

Use the Data Integrity
Gateway (DIG) to
preserve data during
the data flip in the
summer

Implement the full
closing the loop feature

Future Plans to make more gains

Use the Data Integrity
Gateway (DIG) to ask
Academic Support
Teams to provide
survey dates

Implementation of Blue
Feedback Dashboard
for Module Leaders

Integrating programme
datasources into Blue



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Any Questions

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