

From Anonymous to Confidential: Who's NOT responding

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**Gold for outstanding
teaching and learning**

Teaching Excellence Framework (TEF)

**No.1 Modern University
in the Midlands**

Guardian University Guide 2021

**Top 30 in the World
for International Students**

QS World Rankings 2021

A bit about Coventry

- In the middle of England
- Large motor industry
- Medieval cathedral
 - Lady Godiva
 - Being “sent to Coventry”



- Began as Coventry College of Design in 1843
- University status in 1992
- We now have
 - 4 faculties
 - UK campuses in Coventry, London and Scarborough
 - Global hubs in Rwanda, Brussels, China, Dubai and Singapore
 - Many international partners
 - Over 38,000 students (over half have identified as Black, Asian or Minority Ethnic)

Surveys

- Module Evaluation Questionnaire (MEQ)
 - Midway through each semester
 - Questions closely mirror the National Students Survey (NSS)
- Course Evaluation Questionnaire (CEQ)
- Local surveys
- We do not run a regular Teaching Staff Survey.....yet!



Our Move to Explorance Blue (full rollout Spring 2021)

*We knew **what** was being said.....
but not the **characteristic** of who said it*

Based upon one or all of the following:

❖ sex

❖ age

❖ ethnicity

❖ declared disability

❖ entry qualification

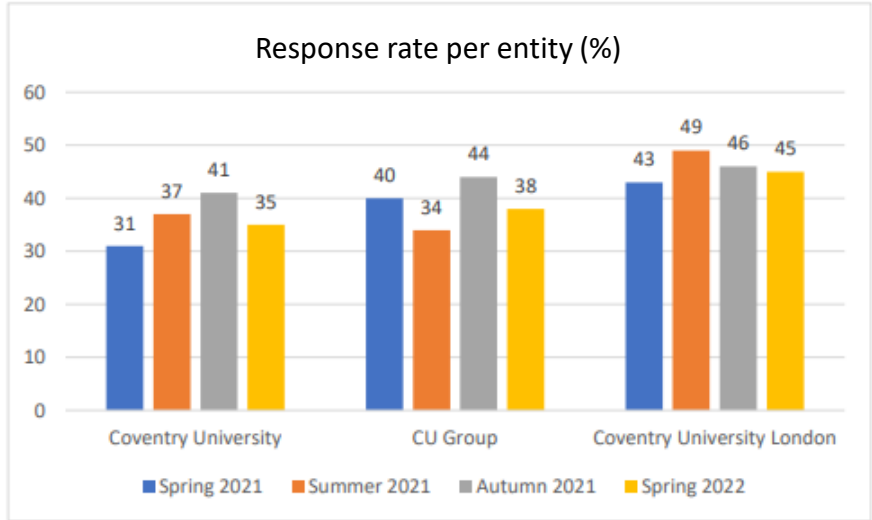
❖ postcode (zip code)

Our long term goal is to use our increased understanding to achieve an equitable experience for our students

Coventry University Group Response Rates



Modules and Responses		
	Modules	Responses
Spring 20/21	1,798	31,326
Summer 20/21	673	9,266
Autumn 21/22	1,933	37,539
Spring 21/22	1,960	33,994

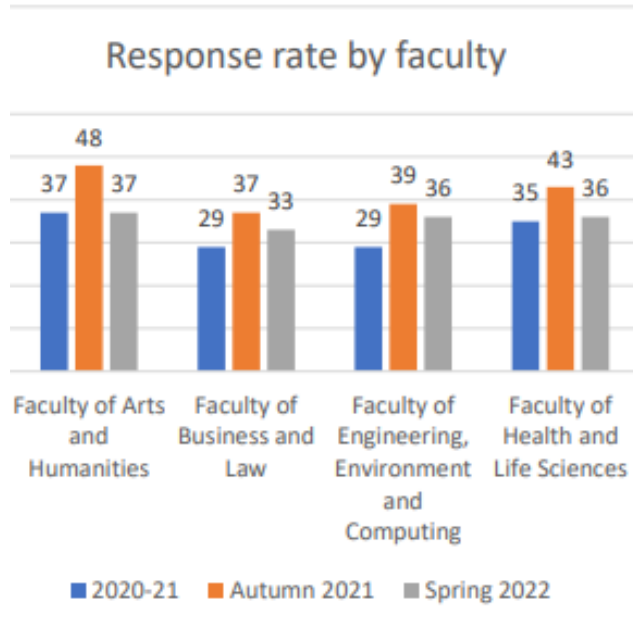


Student Feedback

- 20 questions in total (9 groupings)
- Selected 3
 - Overall Satisfaction
 - Assessment and Feedback
 - Organisation and Management

	Overall	Assessment	Organisation
Spring 20/21	82%	82%	85%
Summer 20/21	87%	87%	87%
Autumn 21/22	86%	84%	87%
Spring 21/22	86%	85%	87%

Response Rates (%) – by faculty



- Note:
 - 2020-21 data is for both Spring and Summer
 - Add+ excluded
- Start to see variations between faculty engagement

Student Feedback – by faculty

Overall Satisfaction

	FBL	FAH	EEC	HLS
Spring 20/21	84%	83%	81%	81%
Summer 20/21	88%	90%	87%	85%
Autumn 21/22	88%	90%	85%	84%
Spring 21/22	88%	87%	84%	84%

Coventry

82%

87%

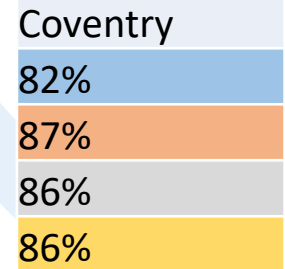
84%

85%

Student Feedback – by faculty

Assessment and Feedback

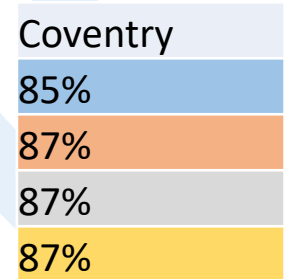
	FBL	FAH	EEC	HLS
Spring 20/21	83%	83%	81%	79%
Summer 20/21	88%	88%	86%	83%
Autumn 21/22	86%	88%	83%	81%
Spring 21/22	88%	86%	84%	82%



Student Feedback – by faculty

Organisation and Management

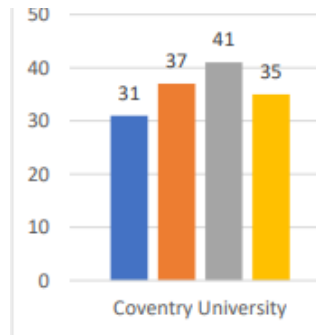
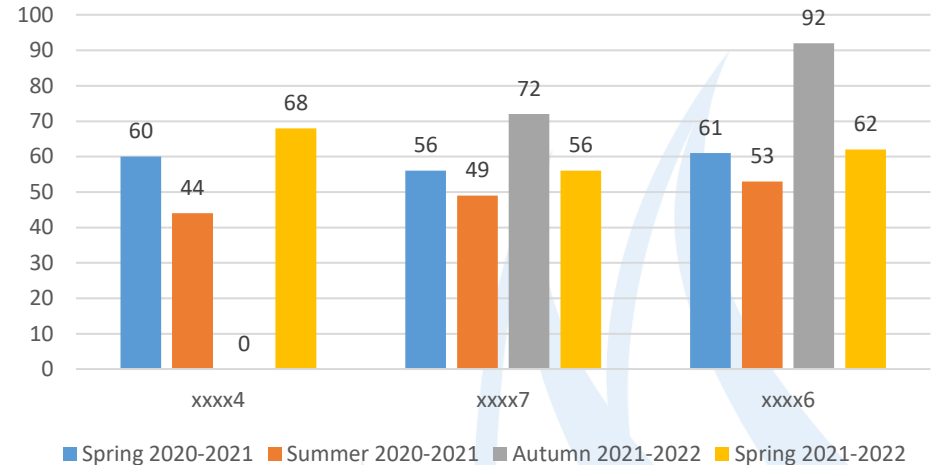
	FBL	FAH	EEC	HLS
Spring 20/21	87%	84%	85%	83%
Summer 20/21	89%	90%	87%	84%
Autumn 21/22	88%	90%	87%	85%
Spring 21/22	90%	88%	86%	84%



[selected] Module response rates

Modules and Responses			
	xxxx4	xxxx7	xxxx6
Spring 20/21	95	78	227
Summer 20/21	24	89	55
Autumn 21/22	-	79	24
Spring 21/22	132	146	320

Response per module (%)



Student Feedback – selected modules

Overall Satisfaction

	xxx4	xxx7	xxx6
Spring 20/21	86%	94%	94%
Summer 20/21	75%	92%	94%
Autumn 21/22	-	100%	100%
Spring 21/22	70%	96%	96%

Coventry

82%

87%

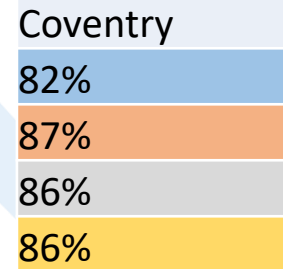
84%

85%

Student Feedback – selected modules

Assessment and
Feedback

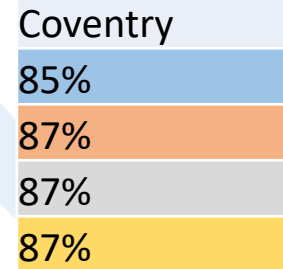
	xxx4	xxx7	xxx6
Spring 20/21	85%	96%	93%
Summer 20/21	86%	95%	91%
Autumn 21/22	-	98%	97%
Spring 21/22	68%	94%	95%



Student Feedback – selected modules

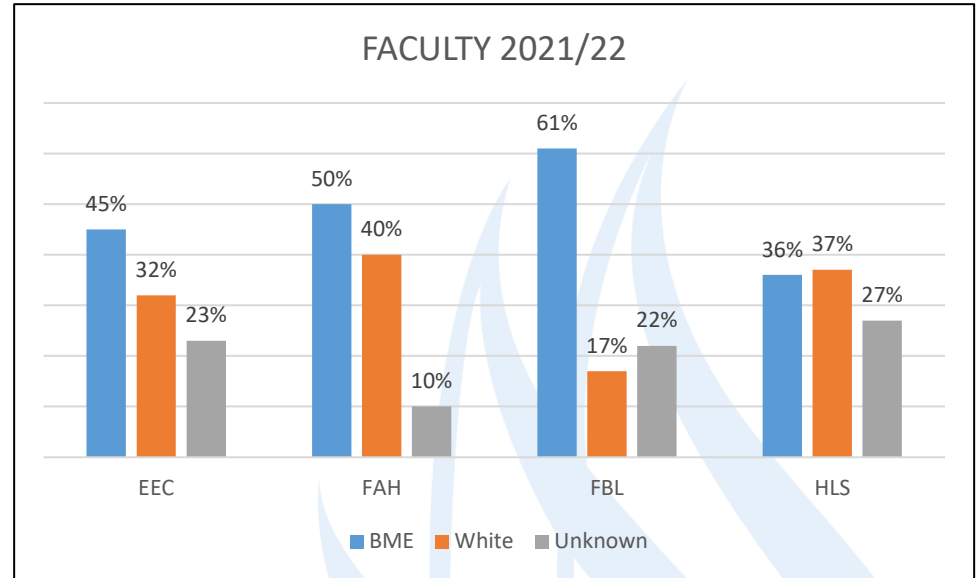
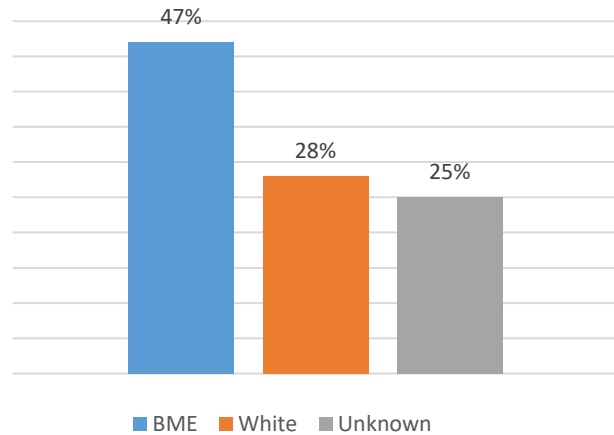
Organisation and Management

	xxx4	xxx7	xxx6
Spring 20/21	85%	96%	95%
Summer 20/21	78%	94%	94%
Autumn 21/22	-	98%	98%
Spring 21/22	70%	94%	95%



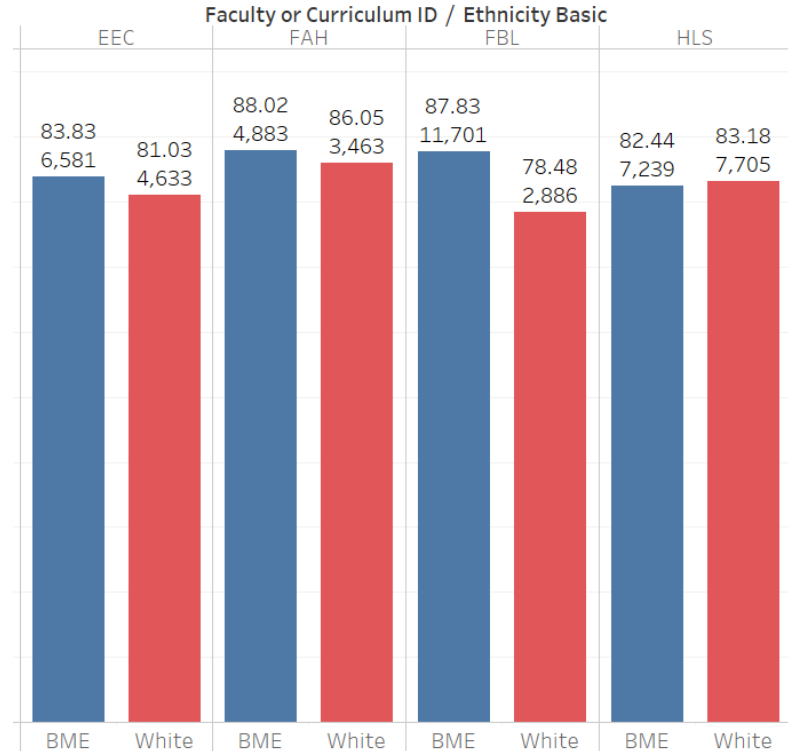
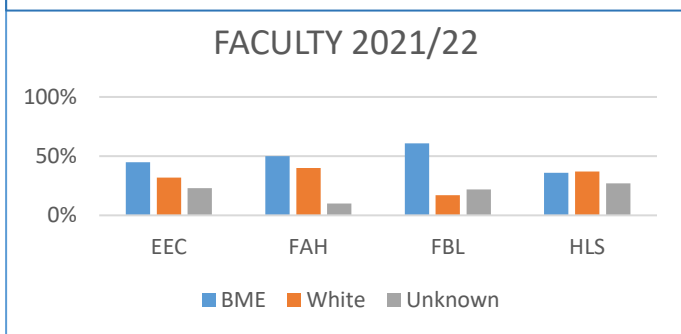
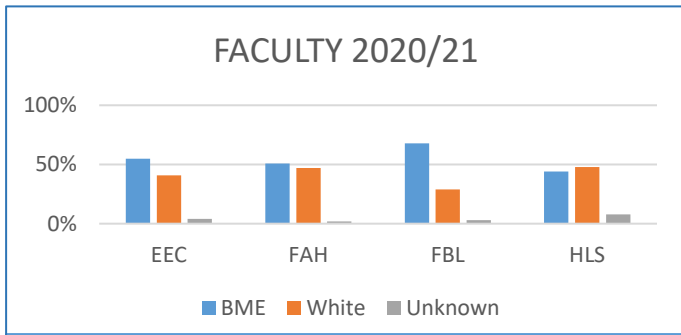
Ethnicity – Student Population

- Total Student Population 2021/22



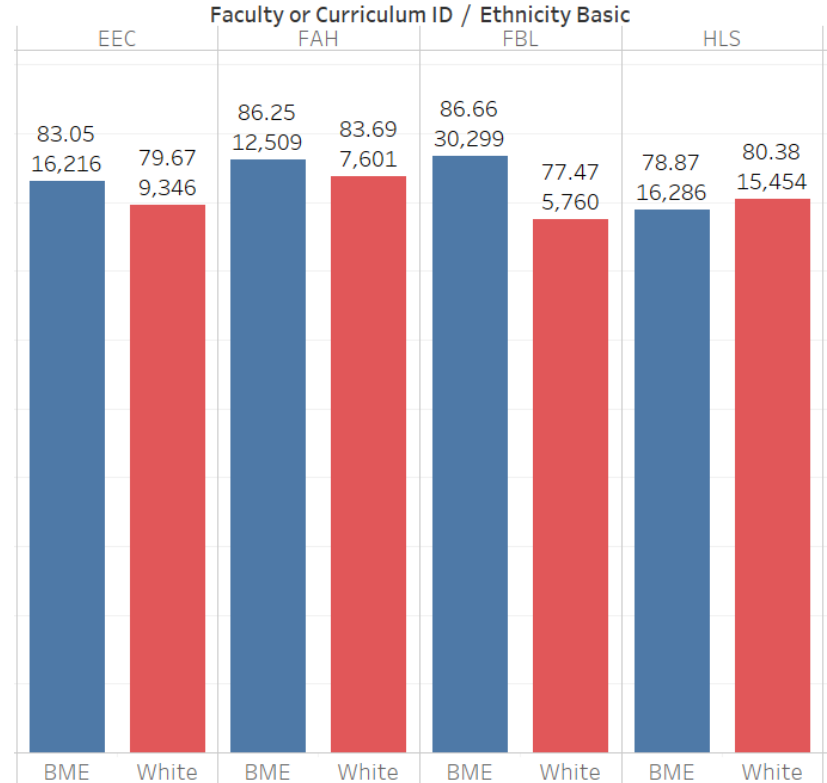
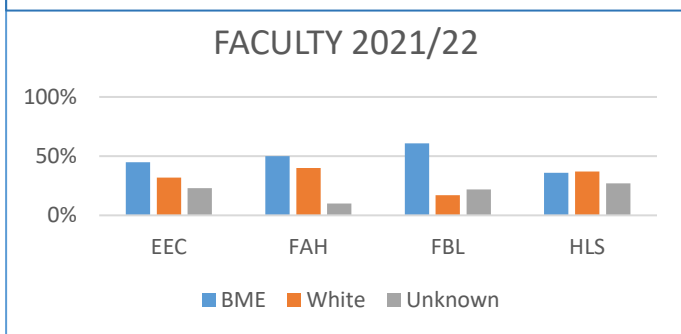
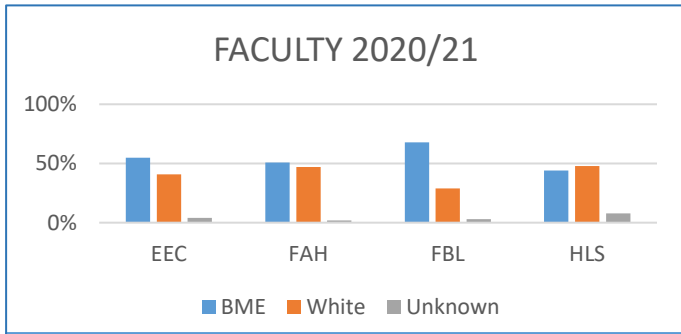
Ethnicity – Overall Satisfaction

- Data period Spring 2020/21 – 2021/22



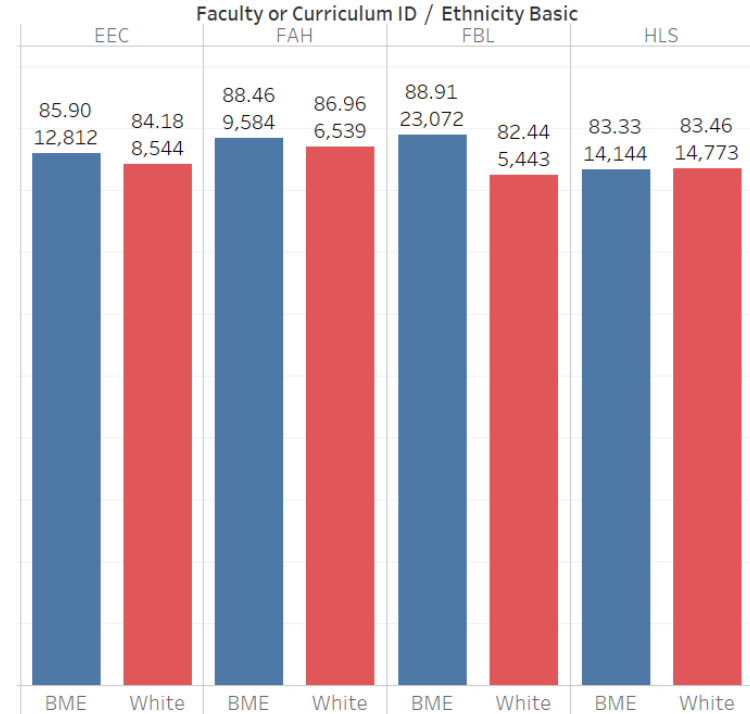
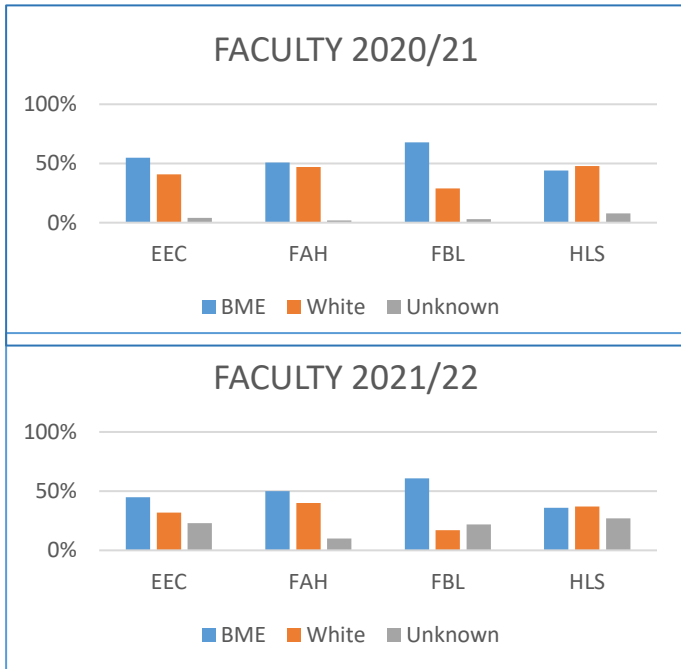
Ethnicity – Assessment and Feedback

- Data period Spring 2020/21 – 2021/22



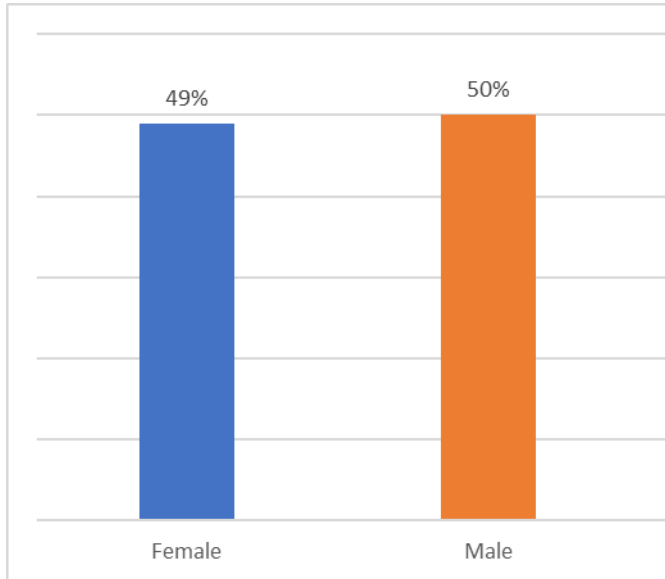
Ethnicity – Organisation and Management

- Data period Spring 2020/21 – 2021/22

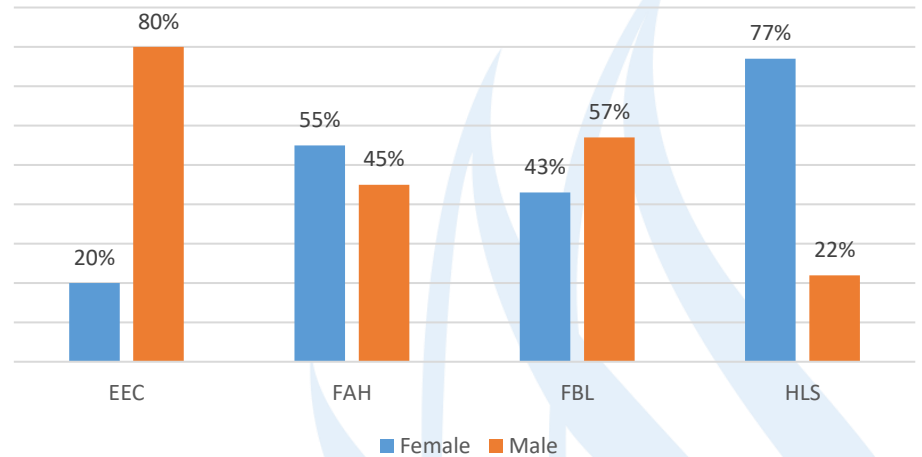


Gender – Student Population

- Total Student Population 2021/22

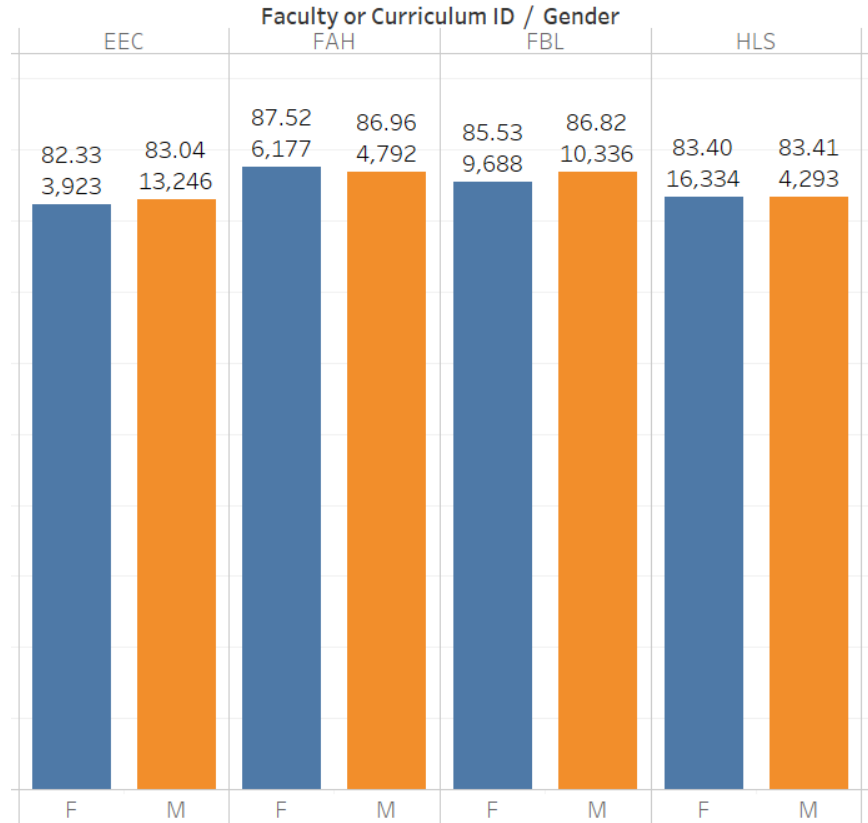
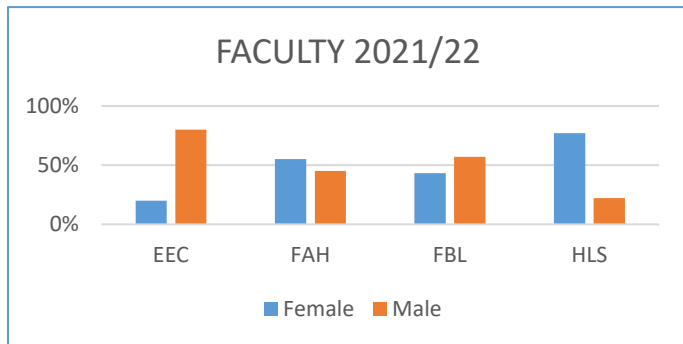
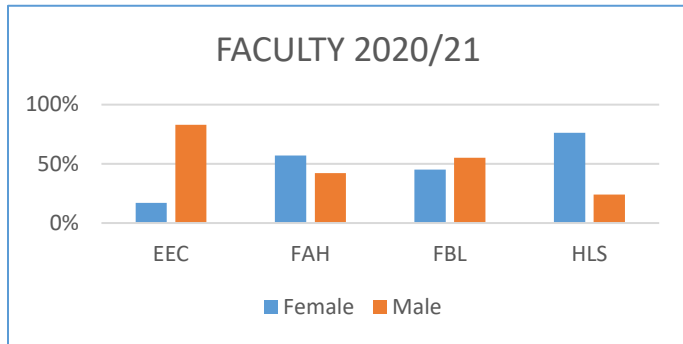


FACULTY 2021/22



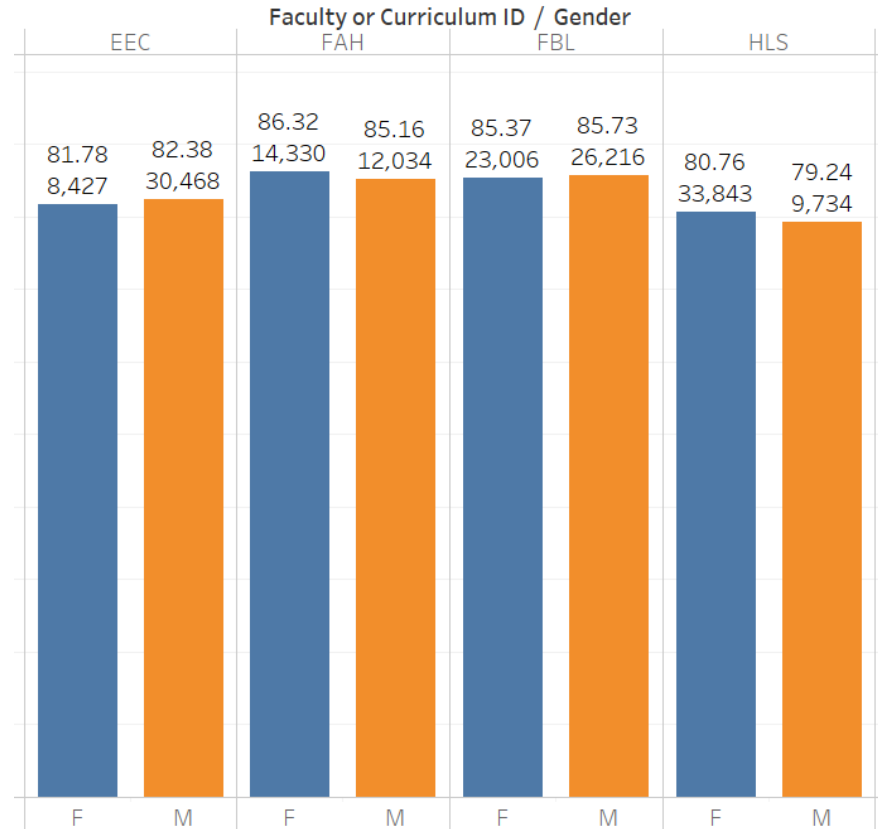
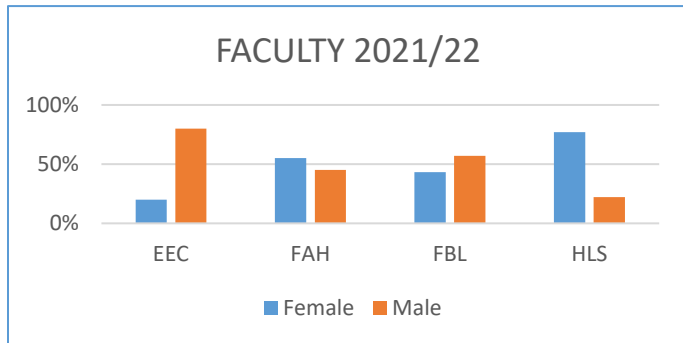
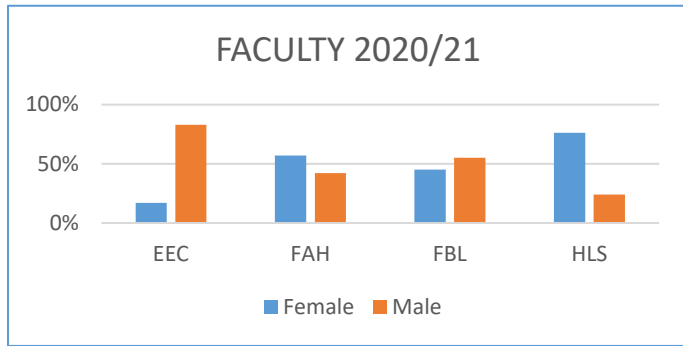
Gender – Overall Satisfaction

- Data period Spring 2020/21 – 2021/22



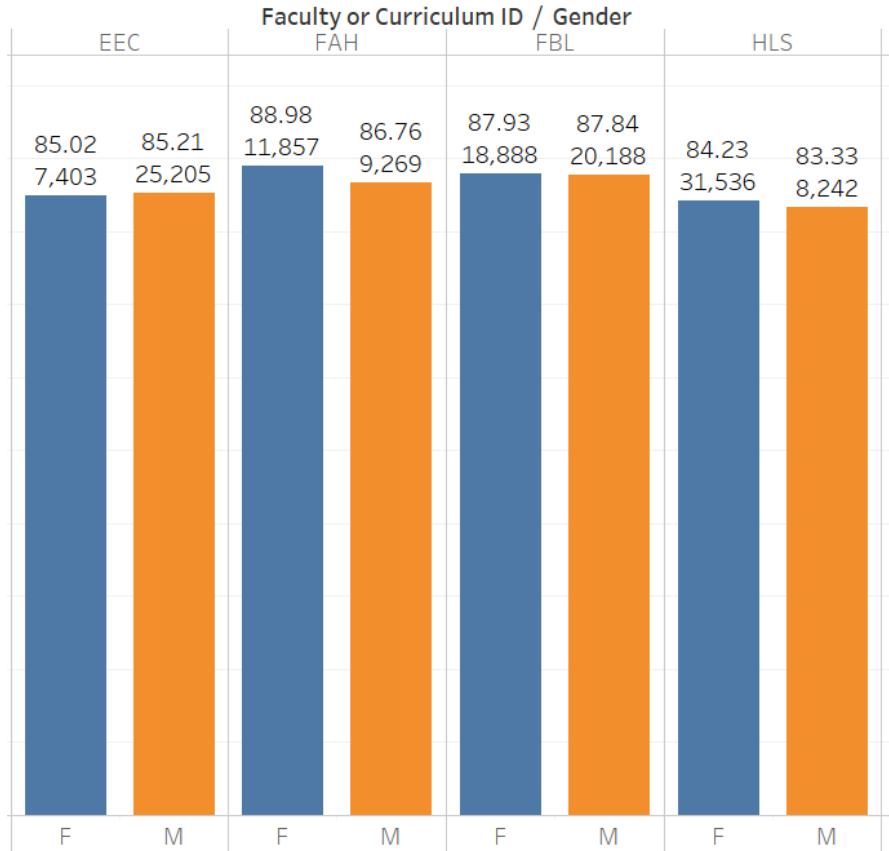
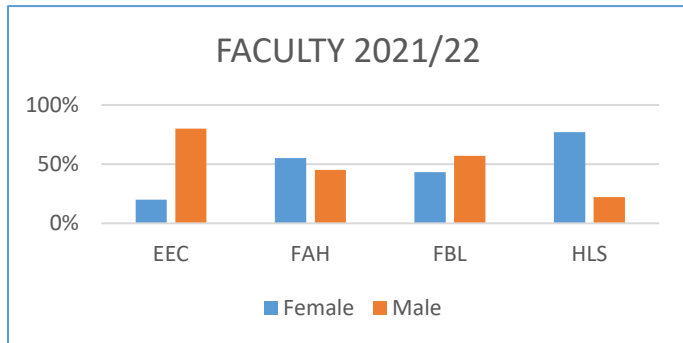
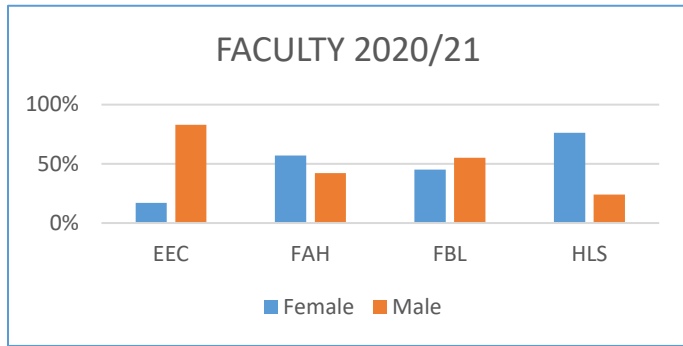
Gender – Assessment and Feedback

- Data period Spring 2020/21 – 2021/22



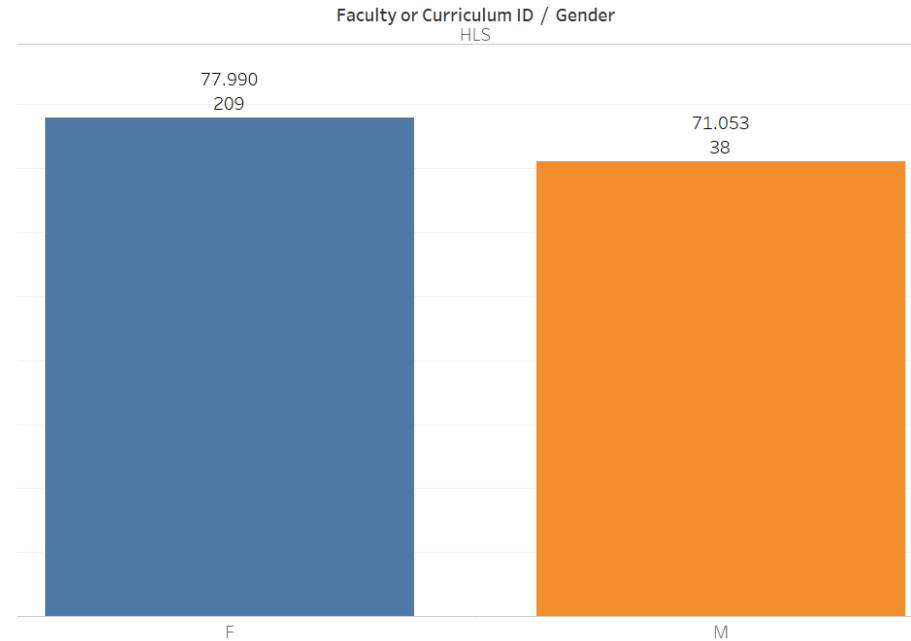
Gender – Organisation and Management

- Data period Spring 2020/21 – 2021/22



Gender – Module xxxx4 Overall Satisfaction

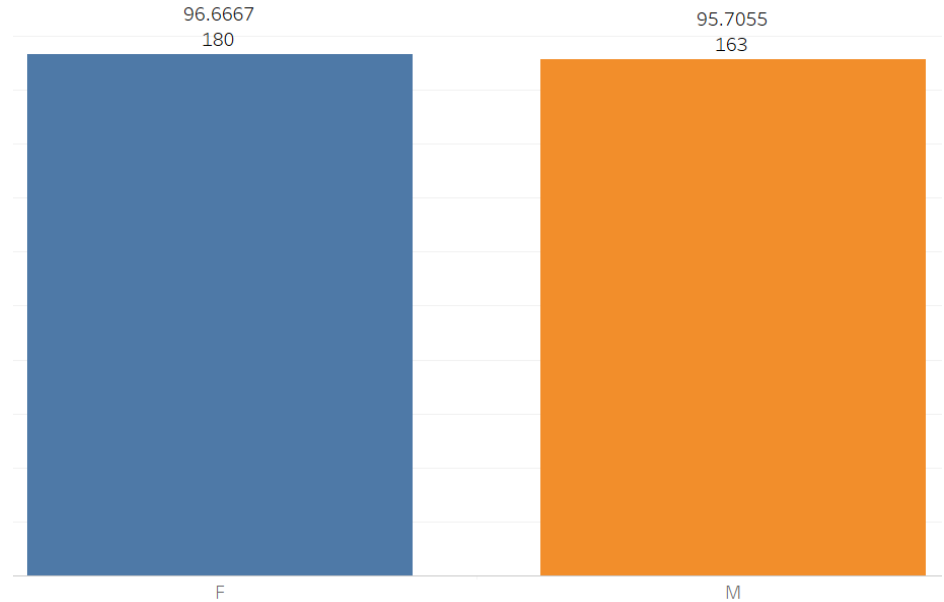
- 268 Female students
- 54 Male students



Gender – Module xxxx6

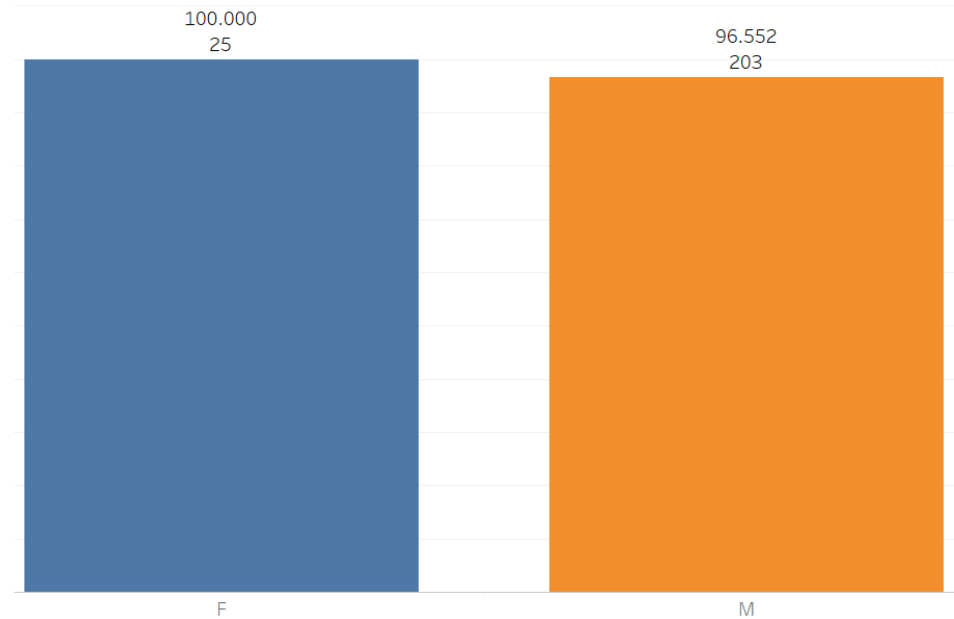
Overall Satisfaction

- 185 Female students
- 168 Male students



Gender – Module xxxx7 Overall Satisfaction

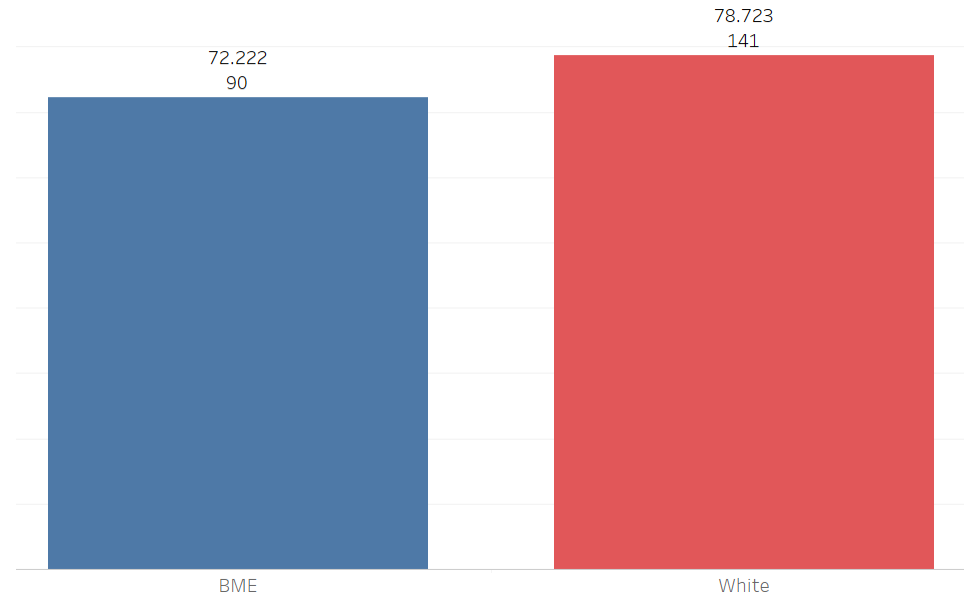
- 25 Female students
- 211 Male students



Ethnicity – Module xxxx4

Overall Satisfaction

- 125 BME students
- 181 White students



Insights / actions

- **Faculties**

- Moving to confidential has not significantly decreased response rates
- Variations in response rates across faculty and survey period
- Summer survey lower number of modules, higher satisfaction

- **Selected Modules**

- Large cohorts and high response rates make it easier to attribute satisfaction rates
- Able to compare satisfaction against response rates across each survey period



Student Characteristics

- The rate of response for BME and White students is comparable
- White students are generally LESS satisfied with the exception of the one faculty where white students are the slight majority
- Both the rate of response and student satisfaction is comparable across gender
- For selected modules
 - Satisfaction is 6% lower for male students where they are a significant minority (Module xxx4 - 54 male 268 female)
 - This contrasts with a 4% higher satisfaction where there is a significant female minority (Module xxx7 - 211 male 25 female)
 - BME students are 6% less satisfied than white students (Module xxx4 – 125BME, 181White)

Next steps

- 'Iron out' data permissions
- Task and finish group - non-responders according to ALL student characteristics
- Student group to evaluate survey instructions (language, tone, etc)
- Use data to support disparities, for example the 1st and 2:1 awarding gap between black and white students

Thank you

Any Questions?

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