



University of
Strathclyde
Glasgow

THE UNIVERSITY OF STRATHCLYDE

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STUDENT INSIGHT AT THE UNIVERSITY OF STRATHCLYDE: AMPLIFYING THE STUDENT VOICE

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OVERVIEW

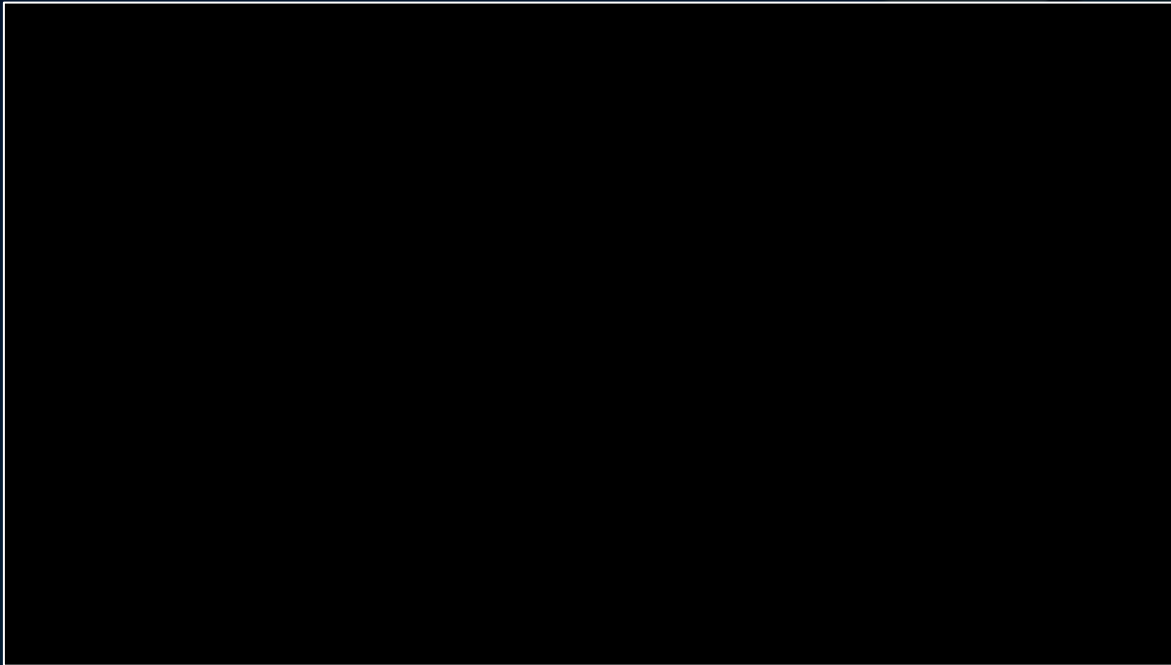
Background and Context: Glasgow and University of Strathclyde

Reporting Journey: Challenges, current practice and aspirations

Future Vision for Student Insight: Combining data sets, amplifying and understanding the student voice



University of Strathclyde



Strathclyde: Working in Partnership



Education Enhancement



Student Experience



Information Services



Organisational and Staff Development Unit



Strath Union

REPORTING JOURNEY

Challenges

**Data
Policy**

Where we are

**Focus on
enhancement
Suite of
reports developed**

Aspirations

**Where we wish to go
with reporting**



Challenges

- Data
 - Roles and responsibilities
 - Who should have access
- Wider
 - Staff Concerns
 - Inappropriate comments
 - Report access
 - How is data used by the institution
 - Policy
 - Out of scope of project

Implementation

- Policy
 - Developed along with project
 - Consultation Group
 - Report access rights
 - Access to module level data
 - Guidance / interpretation of results
- Hierarchy
 - Manual process
 - Nominated access
 - Annual Review with facility to make ad-hoc changes

Opinion based – biases towards staff with certain protected characteristics

Data to be contextualised & interpreted with care

Module Level results anonymised beyond Department/School Level

Reporting at Strathclyde

Module Level

— Module Leader

- Enhancement-driven
- Module Leader Report
- Closing the Feedback Loop
- Student Report
- Module Leader Report with Response to Student Feedback

Department

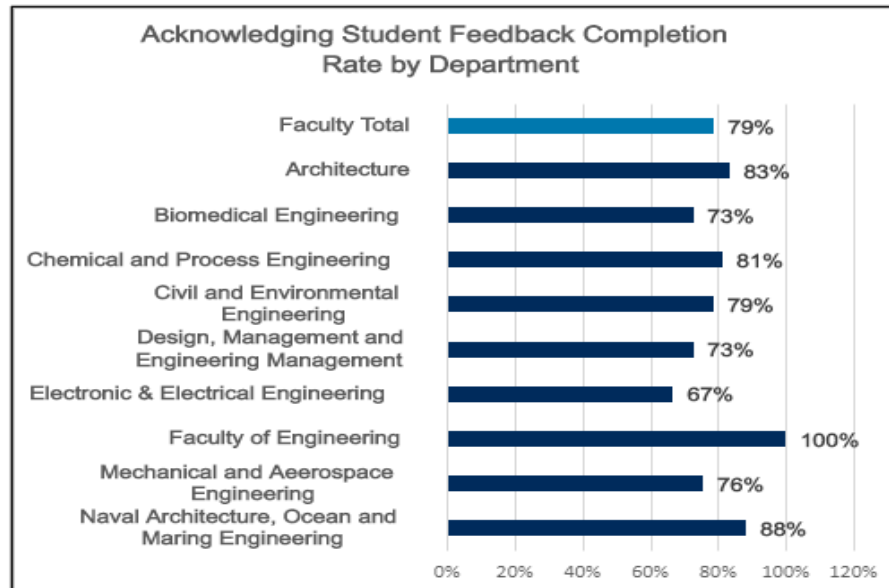
— Head of Department/School & Nominee

- Module Detail Report
- Aggregate Report
- Free Text Comment Report

Faculty

— Dean & Nominee

- No granular data
- Response rates
- Overall satisfaction level



Modules Included Within Evaluation Window

The table below reflects the total number of individual surveys completed within the evaluation window and not the number of distinct students being surveyed.

Department	No Of Modules Surveyed
Faculty Overall	263
Architecture	18
Biomedical Engineering	44
Chemical and Process Engineering	16
Civil and Environmental Engineering	42
Design, Manufacturing and Engineering Management	33
Electronic & Electrical Engineering	15
Faculty of Engineering	16
Mechanical and Aerospace Engineering	45
Naval Architecture, Ocean and Marine Engineering	34

Aspirations For Reporting

- Year-on-Year analysis for module/department/faculty
 - Assessing appropriateness/benefits
 - Software functionality
- Continued engagement
- Gauging student engagement
- Creation of University level report
- Integration of module evaluation data into student insight dashboards



Vision for Student Insight at Strathclyde



STUDENT VOICE

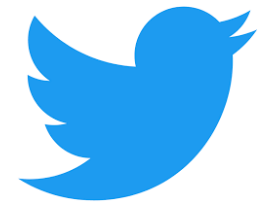
Surveys

Student
Module
Evaluation

Student
Reps

Enhancement-
led
Review

Social
Media



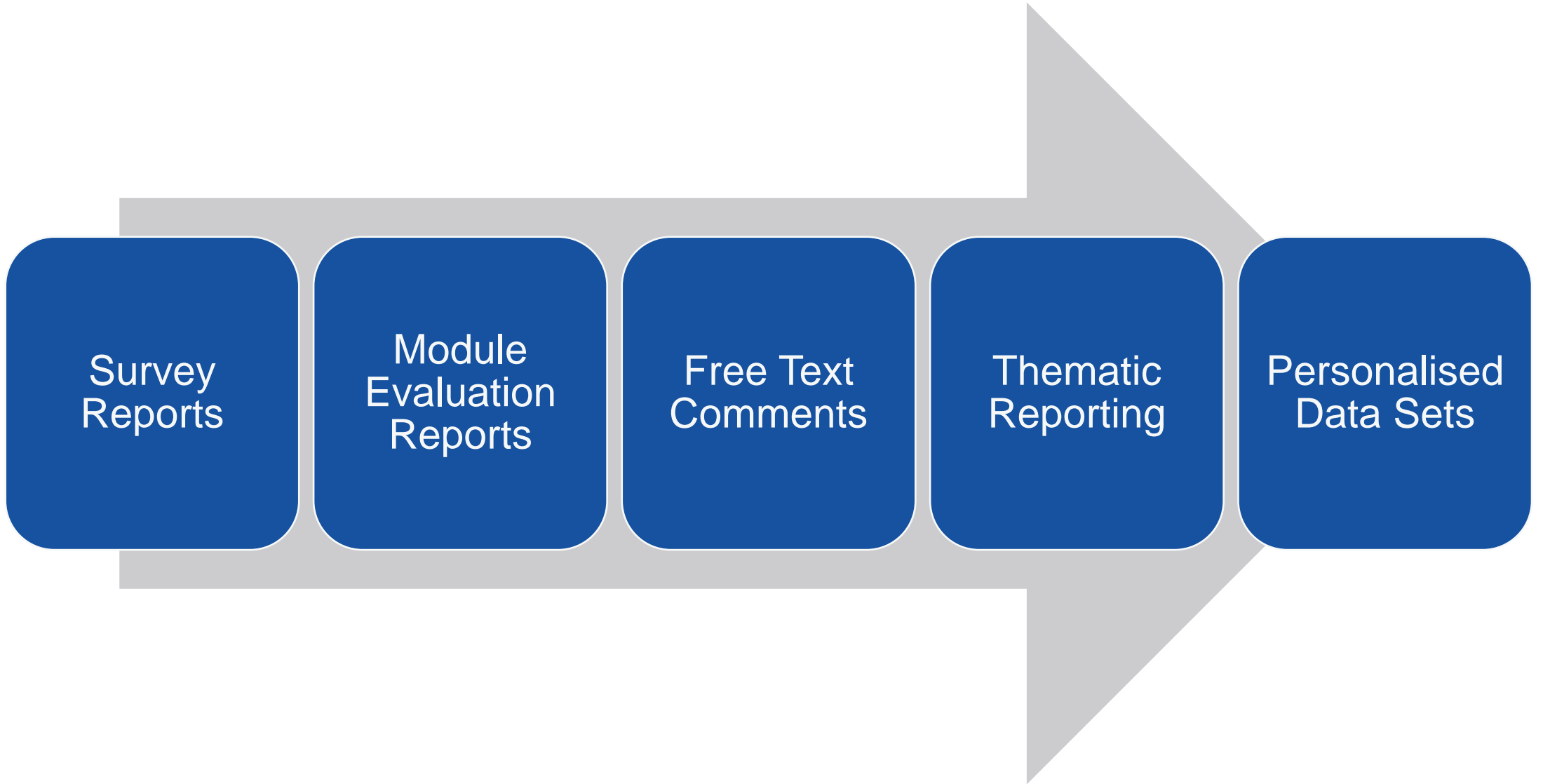
You said, we did

Making a difference...

Your feedback matters. Here are some of the changes we've made from listening to you:



STANDARD STUDENT VOICE REPORTING

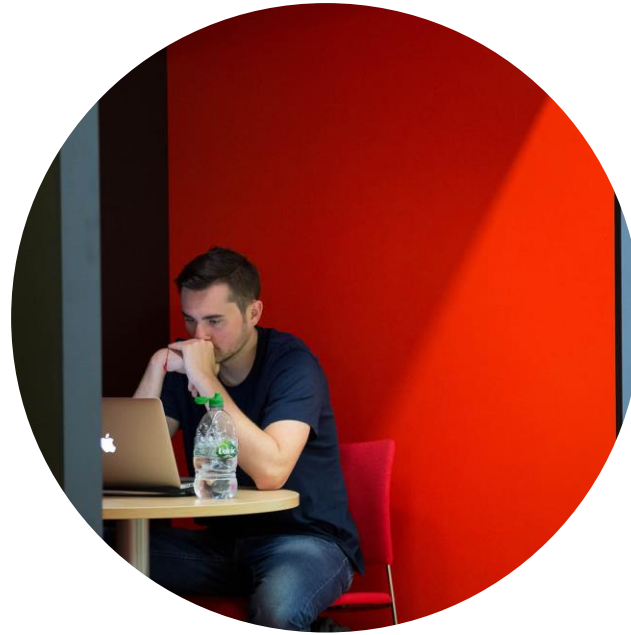


What are we missing?
Where do we source it?

LEARNING ANALYTICS

The legal and ethical collection, measurement, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimising the learning environments.

E.g. Retention



- Retention figures by subject and over time
- Survey results relating to retention, e.g. if student considered leaving and why
- Module evaluation results
- Relevant demographics data
- Student records recording reasons for exiting programmes
- Student engagement data from VLE

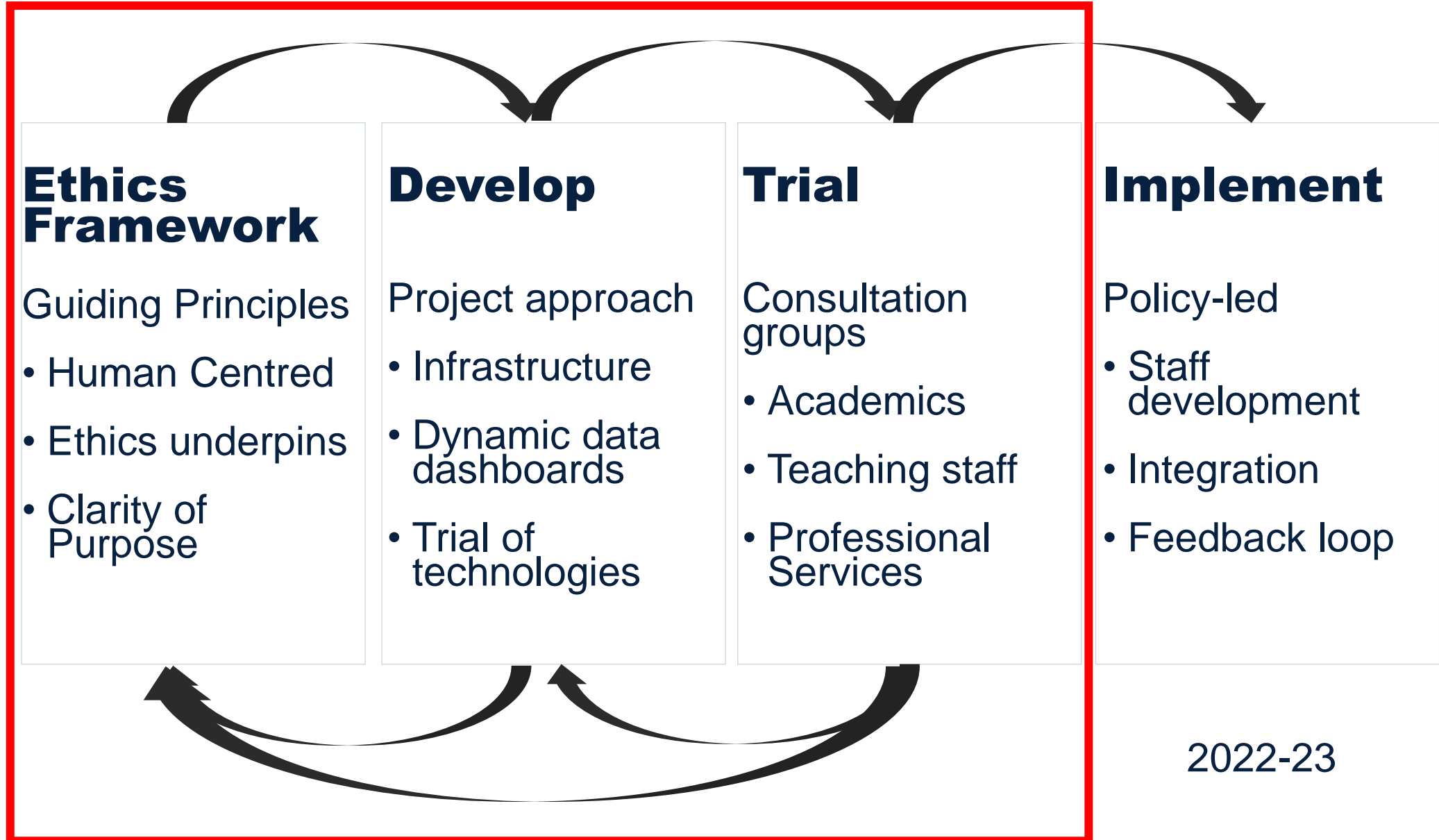
MUST Interpret with local knowledge

KEY CHALLENGES

- Ethics → Ethics Framework
- Scale → Led by Faculty/Professional Services
- How to analyse/interpret data → Research informed, consider alongside other sources, apply specialist knowledge



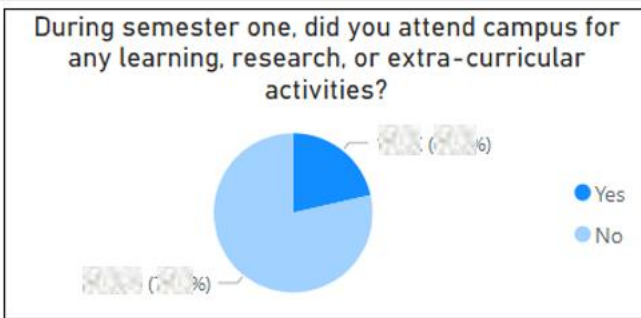
STUDENT INSIGHT ROADMAP



- Pages
- Home
- Response Rates
- Teaching and Learning
- Research
- Workload
- Resources (Off Campus)
- Resources (On Campus)**
- Social Opportunities
- Student Wellbeing

Resources (on campus)

- Faculty: All
- Department: All
- Mode, Level: All
- Domicile Category, Domicile: All
- Ethnicity: All
- Sex: All
- Disability: All




Response Question Type	Strongly agree	Agree	Total	Neither agree nor disagree	Other	Disagree	Strongly disagree	Total
Resources (On-Campus)								%
I was able to carry out my planned on-campus activities.								%
I felt there were sufficient precautions in place to ensure my safety when I was on campus.								%
Communications from the University around accessing facilities on campus were clear.								%

If you have any comments or suggestions about accessing the facilities on campus during semester one please add them here.

Comment

2 days access Access Add sl Again,

- Pages
- Student Activity
- Assignment Submissions
- Quiz Submissions
- Forum Submissions
- Zooms Attended



University of Strathclyde Glasgow

1/1/2021 6/30/2021

Course Name: All

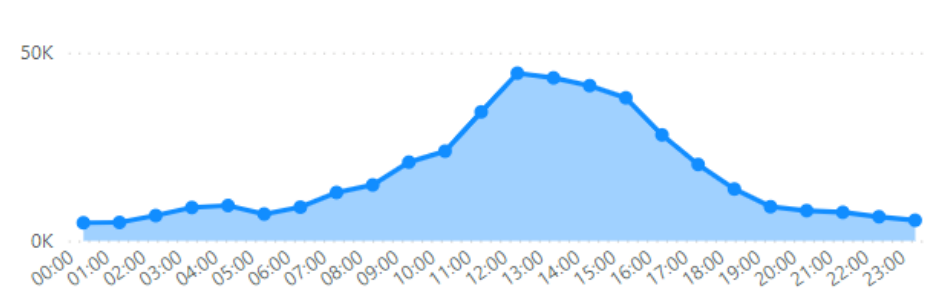
Student Name: All

Learning Analytics
Some example text can be set describing what you are seeing etc. Links, instructions etc.
<http://www.jisc.ac.uk>

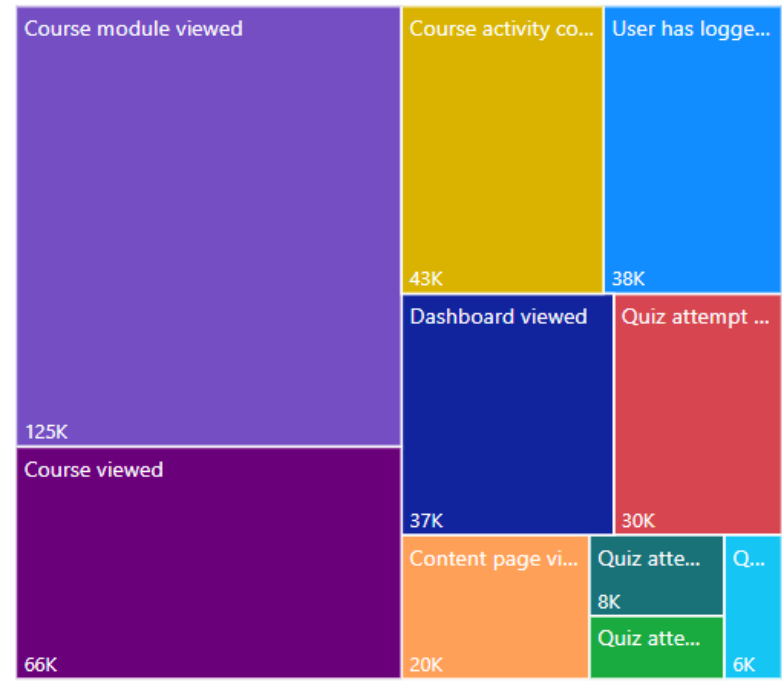
Actions - Date



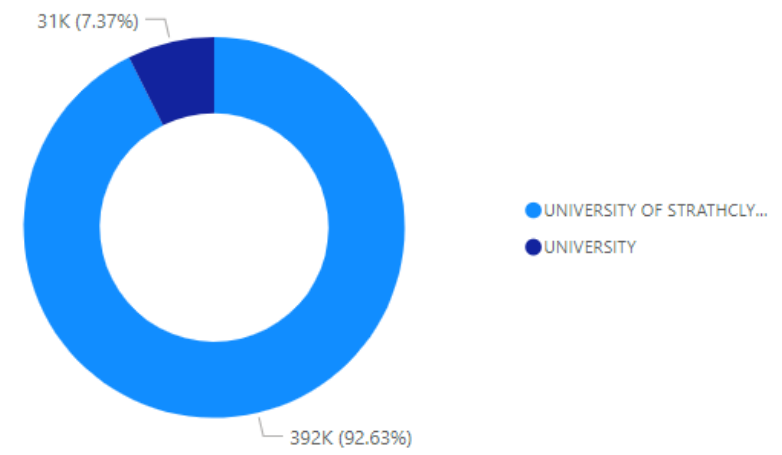
Actions - Time



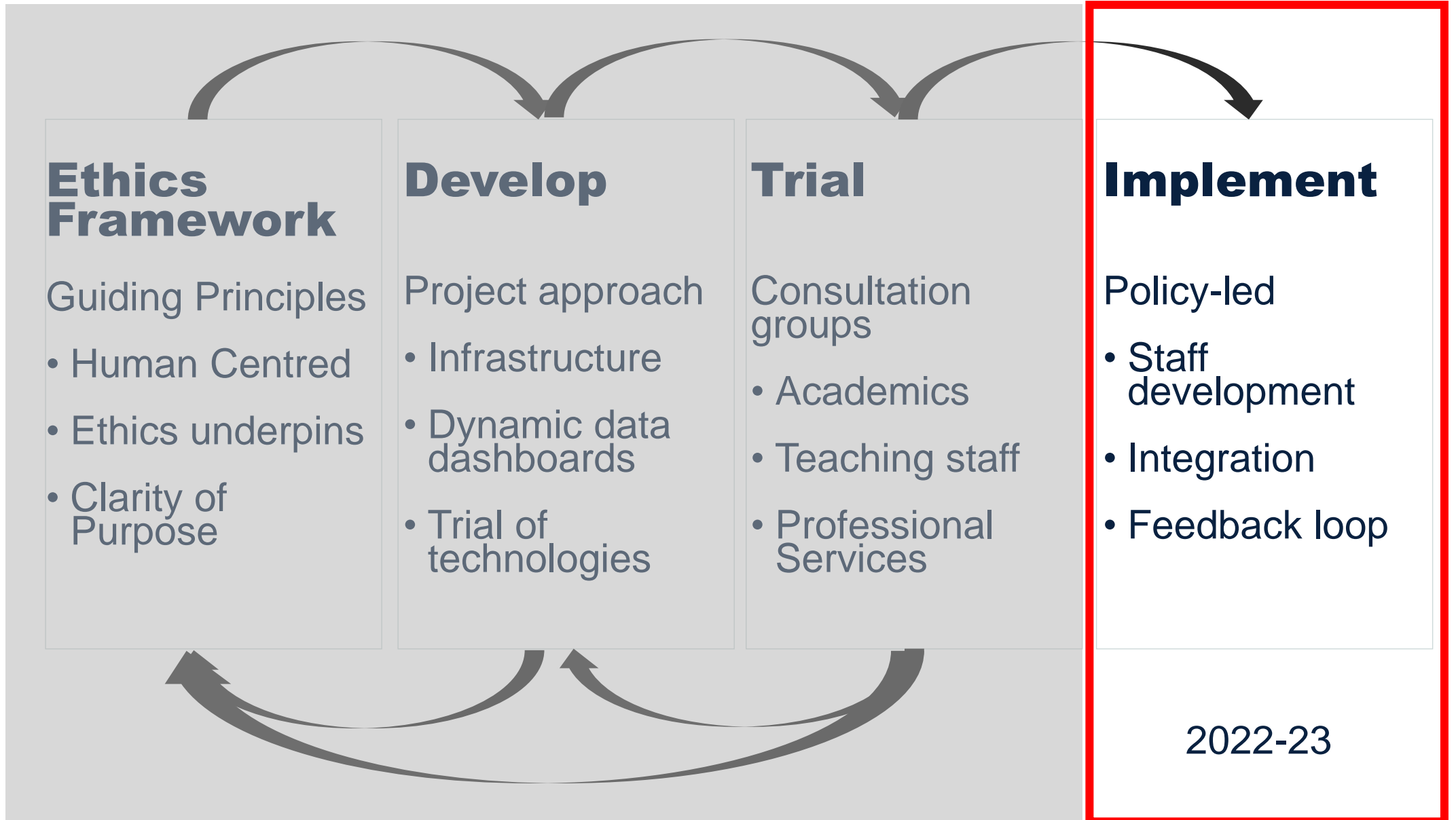
Top 10 Student Actions



University / Faculty Actions



STUDENT INSIGHT ROADMAP





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